

Youth Attitudes Toward the Military

Poll One



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YOUTH ATTITUDES TOWARD THE MILITARY POLL ONE

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ACKNOWLEDGMENTS

This project was performed on behalf of the Office of the Under Secretary of Defense for Personnel and Readiness. The authors appreciate the generous support and valuable advice and counsel provided by both Dr. W.S. Sellman, Director for Accession Policy, and Vice Admiral Patricia A. Tracey, Assistant Secretary of Defense for Military Manpower and Personnel Policy. We are also indebted to Ms. Elaine E. Sellman, Ms. Carol F. Rosenhoch and Mr. James E. McCloud, Defense Manpower Data Center, for their assistance in the preparation of this report for publication.

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1. INTRODUCTION AND REPORT ORGANIZATION

Introduction

During Fiscal Year 2000, the Department of Defense expanded its market research efforts to (1) understand attitudes of key audiences toward the military, in general, and military service, specifically, and (2) develop research-based communications strategies and recommendations for each market. The Defense Manpower Data Center (DMDC) was responsible for this research. A two-pronged research approach was undertaken: (1) qualitative research – in-depth, values laddering interviews with the major recruiting markets (e.g., parents, educators, youth, Service members) to determine their attitudes toward the military, their recommendations to youth regarding post-high school options, and research-based message strategies that would resonate with each market; and (2) quantitative research – short, multi-year polls with recruitment-aged youth and adult Americans.

The purpose of this report is to present results of a polls conducted with American youth to collect timely information on their attitudes about the military, knowledge of the military and employment status. The research was conducted at the request of the Deputy Assistant Secretary of Defense for Military Personnel Policy, Vice Admiral P. A. Tracey, and the Director for Accession Policy, Dr. W. S. Sellman.

Report Organization

The report is organized into the following main sections:

- A summary of the Youth Polling Research can be found in the **Executive Summary** section of the report.
- The **Background Information** section contains a historical perspective on the Department of Defense's recruitment advertising and market research programs.
- The **Research Methodology** section provides details on the design of the research conducted.
- All research findings are reviewed in the **Detailed Findings** section.
- **Appendix A** includes specifics on the sample design and survey implementation.
Appendix B includes the Youth Poll 1 interview questionnaire.

2. EXECUTIVE SUMMARY

Research Objective

The *Youth Attitude Tracking Study (YATS)*¹ was conducted annually from 1975 to 1999 for the purpose of collecting information from American youth on topics such as their future plans, impact of current events, military recruiting advertising recognition, and media habits. The primary focus of YATS was to measure enlistment propensity—the percent of youth saying they will “definitely” or “probably” enter military service. For the last two decades, YATS was the primary source of information for the Department of Defense for youth enlistment propensity.

In 1999, the Secretary of Defense initiated a comprehensive evaluation of the Department’s recruitment advertising and marketing programs conducted by a team of advertising consultants from the firms of Bozell/Eskew and Murphy, Pintak, Gautier, and Hudome (the Eskew-Murphy Advertising Review). The Eskew-Murphy review recommended that the Department implement new methods of collecting data on youth. It specifically recommended a revamping of the annual YATS by developing a “quick polling” capability that would provide more frequent input to the decision process. Quick polling would give faster turnaround of results and data, support advertising objectives, and respond to senior leaders’ policy issues. This poll is a direct response to the Eskew-Murphy Advertising Review and represents the first wave of this new capability.

Research Methodology

Using random digit dialing (RDD), a total of 2,010 youth were interviewed using computer-assisted telephone interviewing (CATI) technology during March 20 – April 18, 2001. The target audience profiled in this survey included youth ages 15-21 who were U.S. citizens, had never served in the military, and were not enrolled in any postsecondary Reserve Officer’s Training Corps (ROTC) programs.

Youth ages differ from previous YATS studies, which included youth ages 16 to 24. The decision to alter the composition of the sample was based on a comprehensive review of previous YATS reports, discussions with the recruiting community and a desire to align the research with the target audience in use for advertising tracking. The final data were weighted by age and race/ethnicity according to March 2001 *Current Population Survey* data².

Topics included in this poll were developed from previous YATS, specifically the propensity, education and employment measures, as well as input from the DMDC and the Services.

¹ Wilson, Michael J., et al. (1999). *Youth attitude tracking study: 1999 propensity and advertising report*. (Report No. 2000-019) Arlington, VA: Defense Manpower Data Center.

² Bureau of the Census. (2002). *Current Population Survey*. Washington, DC: Author. Available: <http://www.bls.census.gov/cps>

Specific topics covered were as follows:

- Propensity;
- Employment status;
- Education status;
- Impressions of the military;
- Attitudes toward teams;
- Influencers and the decision-making process;
- Level of satisfaction with personal life;
- General opinions about working on tasks or problems with which youth are faced; and
- Demographics.

Propensity Trends for 16 to 21 Year Olds

Propensity, the percent of youth saying they will “definitely” or “probably” enter military service, has been shown to be a valid indicator of enlistment behavior: those who say they are likely to join actually enlist at higher rates than those who say they are unlikely to join. The wording of the aided propensity questions in Youth Poll 1 was identical to the wording in YATS; however, the results from the new polls are not directly linked to the wording in YATS because the two surveys use different methodologies³. Youth Poll 1 provides the first data points in the new trend lines.

For the YATS years, it appears that the Composite Active Propensity⁴ of 29 percent for men ages 16 to 21 reported in 1999 was the lone rise in a relatively stable trend dating back to 1994. For 1994-1998, Composite Active Propensity for these young men ranged between 26 and 28 percent. Young women’s Composite Active Propensity also remained relatively stable from 1994 through 1999, fluctuating between a high of 15 percent and a low of 12 percent.

Composite Active Propensity was measured in Youth Poll 1 at 25 percent for men ages 16 to 21 and 11 percent for women ages 16 to 21.

In Youth Poll 1, propensity for the Air Force, at 13 percent, for men ages 16 to 21 was the highest of the active Services. Propensity for the Army was 10 percent for men, for the Navy and the Marine Corps was 9 percent, and for the Coast Guard was 6 percent. Male propensity for the Reserves was 14 percent and for the National Guard was 8 percent. As in YATS, the Service-specific propensity for women was lower than that for men, and, in Youth Poll 1, propensity was nearly equal across the active Services for women. Female propensity for the Air Force was 5 percent, for the Army and Navy was 4 percent, for the Marine Corps as 3 percent, and for the Coast Guard was 2 percent. Female propensity for the Reserves was 8 percent and for the National Guard was 4 percent.

³ Differences in methodologies between YATS and the Youth Polls include sample designs, callback procedures and weighting schemes.

⁴ Composite Active Propensity is defined as the percentage of youth who say they will “definitely” or “probably” be serving on active duty in the Army, Navy, Marine Corps, and/or Air Force.

Propensity and Propensity Related Factors for 15 to 21 Year Olds

When asked what they think they might be doing in the next few years, youth most often mentioned *going to school* (58%) and *working* (54%). Only 4 percent of youth volunteered that they might be *joining the military*.

The wording of the aided propensity questions in this poll was identical to those used in YATS. The percentage of Composite Active Propensity reported was higher among men (28%) than reported among women (12%). Service-specific propensity ranged from 4 percent for the Coast Guard to 10 percent for the Air Force.

As with similar studies that measure likelihood to enlist in the military, the youth poll indicated that propensity is related to a number of demographic variables, notably age, race/ethnicity, and education and employment status.

Propensity declines as youth got older. Youth at 15 were nearly three times as likely to report an interest in active duty military service compared to youth in their early twenties. This trend line was similar for each of the Services, although the decline did not appear to be as steep for the Air Force as it was for the other Services.

In addition to looking at Composite Active Propensity, an analysis was conducted on the percent of youth who said they would “definitely” be joining a Service in the next few years. Through the teen years, males exhibited a somewhat more stable “definitely” propensed pattern than older youth. Further research is needed to see if this pattern holds true with larger sample sizes of teen males.

Composite Active Propensity also varied according to employment status. Youth who were *not currently employed* were significantly more likely to indicate a propensity for active duty service than youth who presently *have full- or part-time jobs*. This difference, however, was primarily driven by youth who were “probably” propensed. That is, youth who were not currently employed were significantly more likely to report being “probably” propensed, but they were not significantly more likely to report being “definitely” propensed.

Impressions of the Military

Overall, youth mentioned *family, friends and acquaintances*, and *movies and television* most often as influencing their impression of the military. Other sources that influenced youth’s impression of the military included *advertisements/commercials, college/school* and *military recruiters and personnel*.

Generally, the personal sources listed by youth as providing impressions of the military *have had military experience* themselves. With the exception of mother, teacher/counselor/coach, and co-worker/employer, at least seventy percent (70%) of all other named sources had served in the military.

When asked if they had discussed serving in the military with anyone other than a military recruiter within the last year, 27 percent of youth indicated that they had. *Father* (44%), *mother* (44%) and *friends* (40%) were mentioned most frequently.

When asked for their overall impression of the military, roughly half of all youth indicated that they had a *positive* impression of the military, with 18 percent reporting that their impression was *very positive* and 31 percent stating it was *somewhat positive*. Only 9 percent said they had a *somewhat negative* impression, and 5 percent indicated their impression was *very negative*.

Team Orientation

The next four sections of the survey contained questions developed to begin exploring some of the hypotheses generated by Neil Howe and William Strauss about the Millennial generation (youth born in or after 1982) in their book *Millennials Rising – The Next Great Generation*⁵. Howe and Strauss hypothesize that Millennials have seven traits that distinguish them from other generations. These traits include:

- Special
- Sheltered
- Confident
- Team-Orientated
- Achieving
- Pressured
- Conventional

In the context of this survey, Millennials were those youth ages 15 to 19. This youth poll covered aspects of the following five traits: *sheltered* (decision-making section), *confident* (life satisfaction section), *team-oriented* (team section), *achieving* (goal orientation section) and *conventional* (decision-making section). It is important to keep in mind the correlation of age, education and the definition of Millennials when interpreting results.

Respondents were asked to think about how they generally work in team situations compared to when they work alone and whether they push themselves more when working on a team or individually. Overall, youth were almost evenly divided regarding whether they push themselves more in a *team environment* (47%) or when *working individually* (45%). Millennial age youth were slightly more likely to report pushing themselves more when working on *teams*, and Generation X age youth were slightly more likely to report working harder *individually*.

Compared to non-propensed youth, propensed youth were significantly more likely to report pushing themselves when working on a team.

Youth were asked whether they agree or disagree (strongly or somewhat) with a series of statements. There were six statements stressing a more team-oriented perspective and three that expressed a more individual approach. Due to this imbalance, and also to the fact that the

⁵ 2000, Vintage Books

teamwork statements tended to more often explicitly state benefits (i.e., *Working in groups is helpful because there are more opinions...versus I generally prefer to work alone...*), one should focus more in the independent scores each statement received and less on relative comparisons of statements. The exercise was designed to explore how youth view different perspectives on teamwork, and not specifically to contrast these views against similar perspectives on working individually.

Statements expressing a teamwork orientation generally received high total agreement scores. However, the intensity behind this agreement varied. When the percent of youth who *strongly agree* with each statement was examined exclusively, insight was gained into which teamwork concepts youth agree with more ardently.

For example, the idea that *working in groups is helpful because there are more opinions on how to do things than there are when working alone* has a total agreement score of 90 percent, with 61 percent strongly agreed. This notion, that groups tended to facilitate more idea generation, seemed to resonate among youth.

By contrast, for the statement *All else being equal, teams are more productive than the same people would be working alone* had a total agreement score of 70 percent, but with only 32 percent strongly agreed. Therefore, support for this concept among youth was softer than the idea generation.

Looking at age cohorts, Millennial-aged youth reported higher total agreement scores for four out of the six teamwork oriented statements; although, only two of these differences—*Working in groups is helpful because there are more opinions* and *If given a choice, I'd choose to work on a team*—were significant statistically.

Conversely, older youth were more likely to agree with all three statements reflecting an individual orientation—*I generally prefer to work alone than with others*—was statistically significant.

Decision-Making

Respondents were asked a series of questions designed to gain insight into how they make decisions. The thrust of these questions was not so much on how they process internal considerations or what external information sources they may seek when faced with decisions, but on the level of influence exerted specifically by their parents or guardians and their friends.

Youth were asked the following question:

Now I want to talk about how you make decisions. I am going to provide you a list of decisions you may have made and I would like for you to tell me who you made that decision with. Even if you have not made these decisions, tell me if you, your parents or guardians, you and your parents or guardians or you and your friends would typically make this decision.

The list of decision occasions was:

- *What you should do with your leisure time, when you are not in school?*
- *What courses to take in school?*
- *What to do after high school?*
- *How you should prepare for a career?*

Younger youth and those still in high school or lower, were more likely to make decisions with their *parents* or *guardians*, while older youth were more likely to make the decisions *themselves*. This pattern held true for all four decision-making occasions.

When asked more specifically about how involved their parents were in their decision-making process, youth were almost evenly split, with 53 percent reporting their parents were *more involved* and 47 percent stating their parents were *less involved*. In light of the central role influencers play in the enlistment decision among youth, the vast majority of respondents (86%) stated *they actively seek their parents' or guardians' opinion when making decisions*. While parental involvement was high, over half (58%) of all youth stated *they have the final say themselves* in decisions. Thirty-five percent (35%) said *it is a joint decision* and less than ten percent (7%) indicated *their parents have the final word*. Finally, almost all (97%) youth in the survey stated that after a decision is made, their *parents approve of that decision*, with half (50%) saying their parents *very much approve* and nearly another half (47%) indicating they *somewhat approve* of the decision.

Life Satisfaction

Youth were asked whether or not they agree with the following series of statements to evaluate their satisfaction with their current life and also their perception of their future lives:

- *I would change nothing about my current life.*
- *I am satisfied with my current life.*
- *My current life is ideal for me.*
- *The current conditions of my life are excellent.*
- *I have the important things I want right now.*
- *I will be satisfied with my life in the future.*
- *I expect I will be successful in the future.*
- *The conditions of my future life will be excellent.*
- *I will have the important things I want in the future.*
- *I will be making important contributions in the future.*

Overall, youth reported being satisfied with their current lives and optimistic about their futures. With the exception of *I would change nothing about my current life*, approximately three-quarters or more of all youth agreed with all the life satisfaction statements.

Goal Orientation

Youth were next read another series of statements designed to explore their opinions about working on tasks or problems they may face. The statements were broken into two groups—*performance goals* and *learning goals*. *Performance goals* tended to reflect applying current knowledge and attaining achievement, whereas *learning goals* echoed a desire to acquire new knowledge and address unknown challenges.

In general, the *learning goals* tended to receive *higher* agreement ratings from youth overall compared to the *performance goals*. In terms of *learning goals*, all statements received consistently high agreement ratings. While there were no large-scale trends, some slight differences among subgroups were as follows:

- College/postsecondary school youth compared those in high school or less were more likely to agree with three statements in particular: *I prefer to work on things that force me to learn, the opportunity to learn new things is important to me, and the opportunity to continually make myself better is important to me.*
- Compared to Millennials, Gen Xers were more likely to agree with two statements: *I prefer to work on things that force me to learn and the opportunity to continually make myself better is important to me.*

In terms of *performance goals*, the subgroup differences were as follows:

- Women (83%) were more likely than men (78%) to agree with the statement *I prefer to do things that I can do well rather than things I can do poorly.*

Strategic Attributes

Youth were asked to rate a series of attributes based on how important they were (1 meant “not at all important” and 5 meant “extremely important”). The attributes were:

- *Learning important job skills;*
- *Having opportunities for higher education;*
- *Developing good character;*
- *Developing self-discipline;*
- *Maturing and growing;*
- *Making a difference;*
- *Gaining confidence;*
- *Becoming self-reliant;*
- *Achieving a higher standard of living;*
- *Preparing for a future career;*

- *Having personal freedom;*
- *Doing something I can be proud of;*
- *Making my family proud of me;*
- *Making my friends proud of me;*
- *Becoming a leader;*
- *Challenging myself to become something more;*
- *Preparing for family life; and*
- *Maintaining physical fitness.*

The scores for all attributes were closely grouped and none of the differences highlighted were statistically significant. The results, however, can provide practical insight into which attributes youth value.

Doing something I can be proud of received the highest mean importance rating at 4.7. All but one attribute—*making my friends proud of me* (3.2)—received a mean importance rating of at least 4.0.

Some observational differences among subgroups include:

- Compared to women, men rated *having personal freedom, making my friends proud of me* and *maintaining physical fitness* as more important.
- Relative to Millennials, Gen Xers gave higher ratings to *developing good character, becoming self-reliant, achieving a higher standard of living, doing something I can be proud of*, and *preparing for family life*.
- Millennials rated *having opportunities for higher education* and *making my friends proud of me* higher than did Gen Xers.

There were differences between propensity toward both active duty and reserve service. In general, youth propensed toward active duty service rated attributes involving *discipline, pride* and *leadership* as more important than did non-propensed respondents. Youth who were interested in reserve service reported attributes concerning their *job skills* and *furthering their education* as more important compared to respondents with less interest in reserve service.

Multivariate Analysis

Three phases of multivariate analysis were performed—factor analysis on four question batteries included in the survey, cluster analysis to identify attitudinal segmentation opportunities, and an Ordered Probit regression model to better understand propensity.

During the factor analysis, the four question batteries included in the survey were reduced into the following factors:

Job (Attribute) Factors

- Factor 1 – Good Character
- Factor 2 – Prepare for Future
- Factor 3 – Impress Others

- Factor 4 – Self-Reliance

Team Factors

- Factor 1 – Work Alone
- Factor 2 – Work in Teams

Life Satisfaction Factors

- Factor 1 – Satisfied with Current Life
- Factor 2 – Satisfied with Future Life

Goal Factors

- Factor 1 – Prefer Learning
- Factor 2 – Prefer Performance

These factors were used to identify attitudinal segmentations that represent targeting opportunities for recruitment efforts. Most notably, the segments identified as *Attention Seekers* and *Aspiring Hopefuls* represent youth segments that seemed more amenable to joining the military.

Attention Seekers (33 percent of the sample)

- The most concerned of any group with impressing family and friends
- Prefer to work in teams rather than alone
- Feel satisfied with their current situation and their prospects for the future
- Better than average students, more than 50 percent say they make mostly A's or mostly A's and B's
- Moderate propensity to join the military
- The youngest segment

Aspiring Hopefuls (20 percent of the sample)

- Very concerned with cultivating good character traits, preparing for the future, and being self-reliant
- Prefer to work in teams rather than alone
- Hoping their future will be much better than their current situation
- The most concerned of any group with finding work
- Poor students, less than 40 percent say they make mostly A's or mostly A's and B's
- High propensity to join the military, probably looking for a new chance at having a successful life

Finally, an Ordered Probit model confirmed much of what was known about the relationship between propensity and demographic characteristics and behaviors. It specifically reinforced that gender and whether or not youth were *actively looking for work* are strong predictor variables of propensity. Other significant indicators included *race/ethnicity*, *academic achievement* and *age*.

The model also began to explore some newer items that may provide additional insights for recruiting efforts. Among these items, a preference for *teamwork* and the desire for *self-*

challenge stand out as perhaps the most noteworthy since these notions can be utilized in communication efforts.

3. BACKGROUND INFORMATION

The military recruitment environment changes rapidly based on factors such as the race/ethnic mix of the youth population, unemployment rates, world events and attitudes on continuing education. Over the last several years, recruiters have witnessed the impact of the defense drawdown and the decrease of the veteran population. The Department of Defense uses advertising as a major tool for its recruitment strategy. Advertising approaches and marketing strategies are constantly changing—creating a need for a constant flow of accurate information to track changes over time, keep abreast of new approaches to reaching the target market, and adapt DoD’s advertising strategies to the existing environment.

Since 1975, the Department of Defense has collected information from American youth on future plans, the impact of current events, military recruiting advertising recognition, and media habits. This information was used to measure enlistment propensity—the percent of youth saying they will “definitely” or “probably” enter military service when asked if they would consider military service. Propensity is considered an indicator of the health of the recruiting market. The data collected from American youth were used to develop programs that will enhance propensity to enlist and to track the effectiveness of the advertising already in place.

The Joint Recruiting Advertising Program (JRAP) and Joint Market Research Program (JMRP) were created in the 1970s to support the military recruiting requirements for the All-Volunteer Force. JRAP is the Department of Defense’s (DoD) “corporate” advertising program. Its mission is to complement Service-specific “brand” advertising by raising and sustaining awareness of military opportunities for prospective enlistees, people who influence youth decisions to enlist, and youth 10-14 years old (pre-prospects). JMRP’s mission is to acquire, analyze and disseminate information on recruiting markets (prospects, influencers, and pre-prospects) to the Office of the Secretary of Defense (OSD) and the Military Services for use in their military recruiting and advertising programs. JMRP also manages studies in support of military recruiting.

In March 1999, the Secretary of Defense initiated a comprehensive evaluation of the Department’s recruitment advertising programs. This review was conducted by a team of advertising consultants from the firms of Bozell/Eskew and Murphy, Pintak, Gautier, and Hudome⁶. One of the team’s recommendations was that the Department needed to “revamp” its methods for collecting information on youth. They specifically recommended developing a “quick polling” capability that will: provide more frequent input to the decision process; give faster turnaround of results and data availability to users; generate new and creative data to support advertising objectives—both message development and targeting potential; and respond to policy issues that senior leaders may have. This poll represents the first wave of this new capability.

⁶ Bozell/Eskew, Murphy, Pintauk, Gautier, & Hudome. (2002). *A report on the Armed Services recruitment advertising*. Santa Monica, CA: RAND.

4. RESEARCH METHODOLOGY

This section will present a broad overview of the study design. Appendix A contains technical details regarding the sample design and implementation.

This computer-assisted telephone interviewing (CATI) poll included 2,010 youth ages 15 to 21 who were U.S. citizens. This design differs from previous YATS studies, which included approximately 10,000 youth ages 16 to 24. The decision to alter the composition of the sample was based on a comprehensive review of previous YATS reports, discussions with the recruiting community and a desire to align the research with the target audience in use for advertising tracking.

The study was fielded from March 20 to April 18, 2001. The interview averaged 22 minutes in length and recorded a final incidence of approximately 3.5 percent (on average, if you contacted 100 people, 3.5 would qualify for this survey). The final data included in this poll were weighted by age and race/ethnicity according to the March 2001 *Current Population Survey* data.

A random digit dialing (RDD) sample methodology—specifically, a Random A (modified Epsem) sample with two working blocks⁷ acquired from Survey Sampling, Inc.[®] (SSI)—was used for this study. This type of sample offers many benefits, two of which were particularly relevant to this study. First, during the random generation of telephone numbers (which is described more fully in the Appendix A of this report) SSI is able to verify whether any of the generated numbers are known to belong to businesses. This allows the (residential) sample to be “cleaned” of most business numbers, which, in turn, leads to more productive dialing time. Similarly, SSI is able to verify whether any of the generated numbers have been used for sampling purposes within the last six months. Those numbers are also removed from the sample to avoid duplication and possible intrusiveness.

Topics included in this poll were developed from YATS, specifically the propensity, education and employment measures, as well as input from the Defense Manpower Data Center and the Services.

Specific topics covered were as follows:

- Propensity;
- Employment status;
- Education status;
- Impressions of the military;
- Attitudes toward teams;
- Influencers in the decision-making process;
- Level of satisfaction with personal life;
- General opinions about working on tasks or problems with which youth are faced; and
- Demographics.

⁷ A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, "42" is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block.

To increase the likelihood of reaching respondents, interviews were conducted during their evening and weekend hours. The fieldwork took place from telephone centers located in Orem, Utah and Grand Rapids, Michigan.

Because of the speed in which polls are conducted and the rate in which surveys are completed, it is often necessary to set quotas, or the minimum number of completed surveys. This helps ensure a representative sample is obtained. Therefore, soft quotas (a target for the minimum number of surveys to be completed) were placed on region. Additionally, soft quotas were placed on race/ethnicity.

5. DETAILED FINDINGS

Demographic Profile of Respondents

As with YATS, the audience included youth ages 15 to 21 who had never served in the military and were not enrolled in any postsecondary Reserve Officer's Training Corps (ROTC) programs. All youth included in this poll were United States citizens.

Soft quotas (a target for the minimum number of surveys to be completed) were placed on gender, race/ethnicity, education, and geographic region. The final collected data were then weighted by age and race/ethnicity using the March 2001 Current Population Survey [Table 1].

Soft quotas were placed on sex to reflect the general population for youth ages 15 to 21 overall. The survey responses for sex by age do not, however, reflect the general population. Sex was not used in weighting; although, an argument could have been made to do so.

Table 1

March 2001 Current Population Survey Data			
Age (years)	Frequency	Percent	Cumulative Percent
15	4,031,098	14.5	14.5
16	3,900,648	14.1	28.6
17	4,102,536	14.8	43.4
18	4,035,233	14.6	58.0
19	4,066,787	14.7	72.6
20	3,925,429	14.2	86.8
21	3,657,092	13.2	100.0
Race/Ethnicity			
White, non-Hispanic	18,107,047	65.3	65.3
African American, non-Hispanic	4,088,929	14.8	80.1
Hispanic	4,409,654	15.9	96.0
Other	1,113,194	4.0	100.0

Table 2 displays survey response data, both weighted and unweighted, that give counts by age of respondent. Table 3 displays the same counts by self-reported race/ethnicity.

Table 2

Age Distribution			
Age (years)	Unweighted Counts (#)	Weighted Counts (#)	Weighted (%)
15	463	291	14%
16	414	283	14%
17	342	297	15%
18	276	293	15%
19	205	295	15%
20	171	285	14%
21	139	265	13%
TOTAL	2,010	2,010	100%

Table 3

Race/Ethnicity			
Race/Ethnicity	Unweighted Counts (#)	Weighted Counts (#)	Weighted (%)
White	1,455	1,316	65%
African American	261	300	15%
Hispanic	205	320	16%
Other	89	75	4%
TOTAL	2,010	2,010	100%

Table 4 displays weighted and unweighted response data by geographic region, and Table 5 displays weighted and unweighted self-reported current education level.

Table 4

Regional Distribution			
Region*	Unweighted Counts (#)	Weighted Counts (#)	Weighted (%)
New England	102	107	5%
Mid Atlantic	378	379	19%
Great Lakes	385	374	19%
Farm Belt	121	110	5%
Outer South	483	490	24%
Deep South	170	163	8%
Mountain	114	111	6%
Pacific	257	275	14%
TOTAL	2,010	2,010	100%

* Note that the regions used in the Youth Polls do not conform to Census division or region groupings.

New England:	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic:	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes:	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt:	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South:	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South:	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain:	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific:	California, Oregon, Washington, Hawaii and Alaska

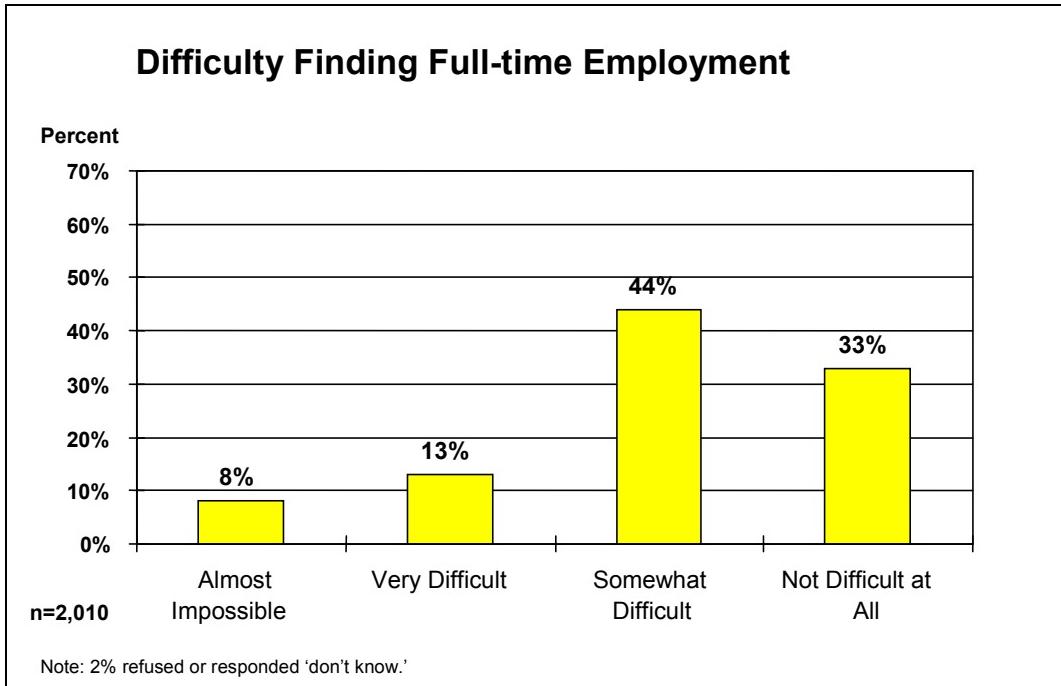
Table 5

Education Status			
Education	Unweighted Counts (#)	Weighted Counts (#)	Weighted (%)
Currently in High School or Lower	1366	1066	53%
Full-time College or Postsecondary	318	470	23%
Not in school	324	471	24%
TOTAL	2,008*	2,007	100%

*Two respondents were currently in school but did not provide a specific grade or level.

Among all youth, approximately half (49%) stated that they are presently employed either full-time or part-time, while the remainder (51%) reported that they are not working. Among those who were employed (full- or part-time), the average number of hours worked per week was 27.

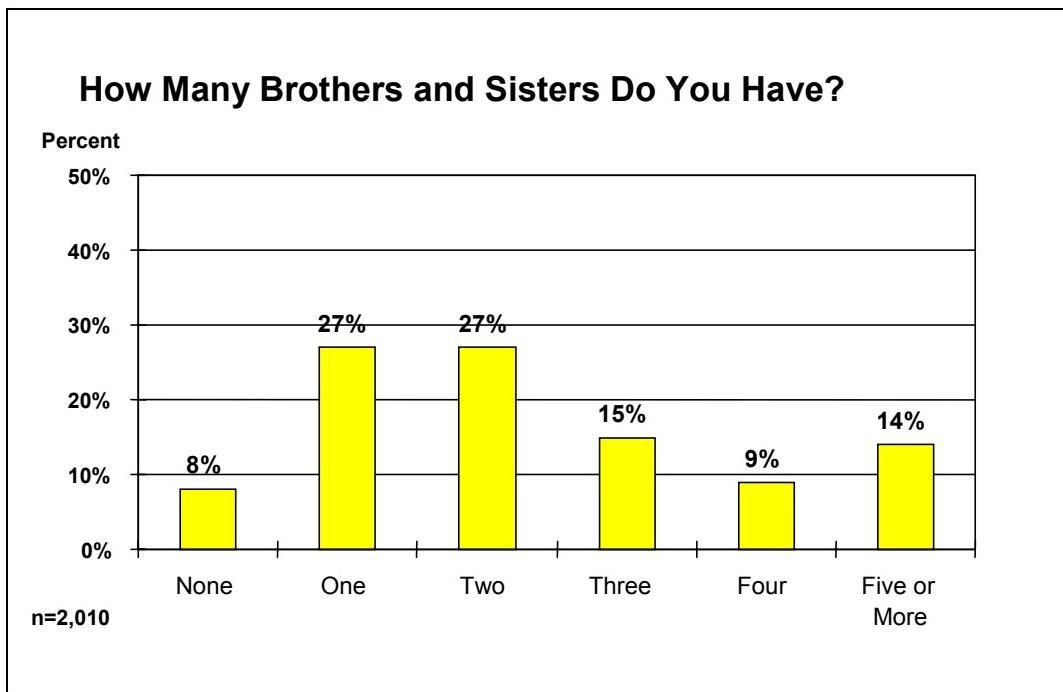
Unemployed youth were similarly, if not quite as evenly, divided in terms of whether or not they were actively looking for work. Forty-two (42%) of respondents said they were *looking for work*, while 58 percent indicated they were *not looking for work*.

Figure 1

As shown in Figure 1, one-third (33%) of youth reported the task of finding full-time employment as *not difficult at all*, while 44 percent said it was *somewhat difficult*.

Youth were asked about the number of siblings they have. Figure 2 shows that over half (54%) of the youth reported having *1 or 2 siblings*, while 8 percent reported having *no siblings* and 14 percent of the youth report having *5 or more siblings*.

Figure 2



Propensity

When asked, unaided, what one or more things they might be doing in the future, youth most often mentioned *going to school* (58%) and *working* (54%). The next highest mention was *family life* at 6 percent. *Joining the military* received 4 percent of the mentions.

Analysis of specific subgroups revealed the following:

- *Men* (7%) were more likely to mention joining the military than *women* (2%) were likely to mention joining the military;
- *Youth ages 15-19* (5%) were more likely than *youth ages 20-21* (1%); and
- *Youth currently in high school or lower* (7%) were more likely than youth in *college or postsecondary education* (0%) to mention joining the military.

The survey questions used to measure aided youth propensity in the poll were identical to those used in YATS, which have remained consistent since the first YATS study was administered in 1975. These questions followed the (unaided) discussion of future plans. In the first aided propensity question, youth were asked: *How likely is it that you will be serving in the military in the next few years?* General propensity is calculated from this question, with positive general propensity measured by the percentage of youth responding “definitely” or “probably.”

Next, youth were then asked: *Now, I'd like to ask you how likely is it that you will be serving on active duty in the (Coast Guard, Army, Air Force, Marine Corps, Navy)?* The question was asked for each Service, and the order the Services were presented was randomized for each respondent. Youth who responded that they would “definitely” or “probably” be serving were categorized as propensed for that Service. Composite Active Propensity is the percentage of youth responded “definitely” or “probably” for at least one of the four active DoD Services—Army, Navy, Marine Corps, and Air Force.

Figure 3

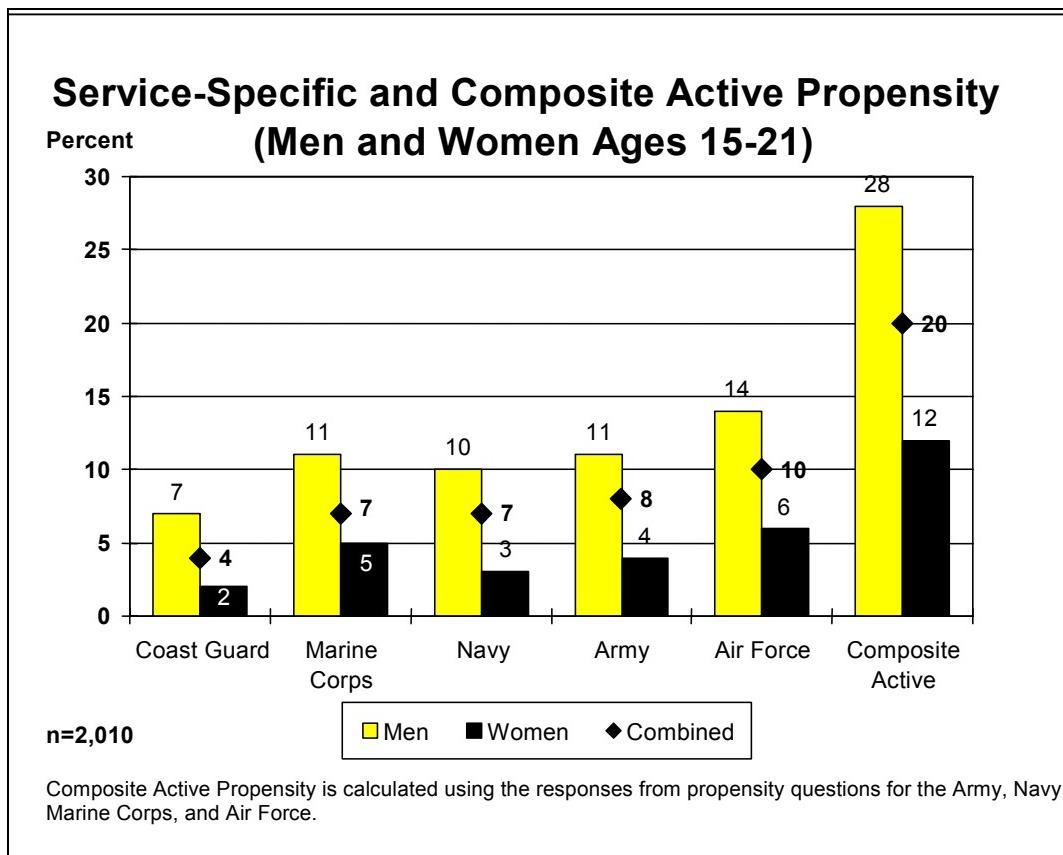


Figure 3 shows that the combined active duty propensity for both men and women ranged from 4 percent for the Coast Guard to 10 percent for the Air Force. Overall, composite active duty propensity was 20 percent.

The following groups were significantly more likely to report being propensed toward active duty:

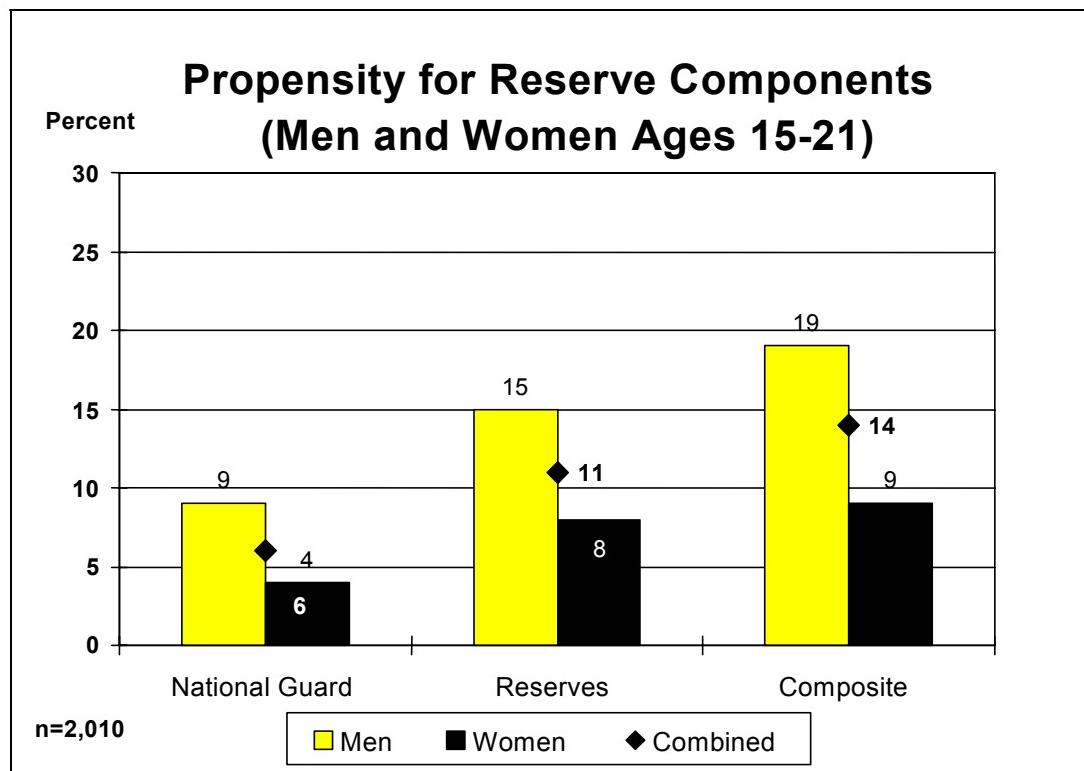
- Men (28%), compared to women (12%);
- Youth ages 15-19 (23%), compared to youth ages 20-21 (12%); and
- Youth currently in high school or lower (25%) and youth not in school (19%), compared to youth in college/postsecondary school (8%).

Also, similar to YATS, parallel questions to gauge propensity for the Reserves and National Guard were included in the poll.

How likely is it that you will be serving in the National Guard? Would that be the Air National Guard, Army National Guard?

How likely is it that you will be serving in the Reserves? Would that be the Air Force Reserve, Army Reserve, Coast Guard Reserve, Marine Corps Reserve, Naval Reserve?

Figure 4



Composite Reserve Propensity is the percentage of youth who respond “definitely” or “probably” to either (or both) of these two questions. Figure 4 displays propensity levels for each of the Reserve components as well as Composite Reserve Propensity. Composite Reserve Propensity for men and women together was 14 percent.

The following groups were significantly more likely to report being propensed toward reserve service:

- Men (19%), compared to women (9%); and
- Youth currently in high school or lower (16%), compared to youth in college/postsecondary school (10%).

Propensity-Related Factors

It has been well documented that propensity is related to a number of demographic variables. The following section examines some of these relationships.

Age

As illustrated in Figure 5, Composite Active Propensity declined with age, with youth age 15 being nearly three times as likely to report a likelihood to join the military compared to youth ages 20 or 21. This trend was similar for each of the five Services; although, the decline in propensity did not appear to be as steep for the Air Force [Table 6]. With regards to the Air Force, propensity dropped by about half from age 15 to age 21 (14% versus 7%), whereas all of the other Services lost approximately two-thirds of this population over the same age range.

Figure 5

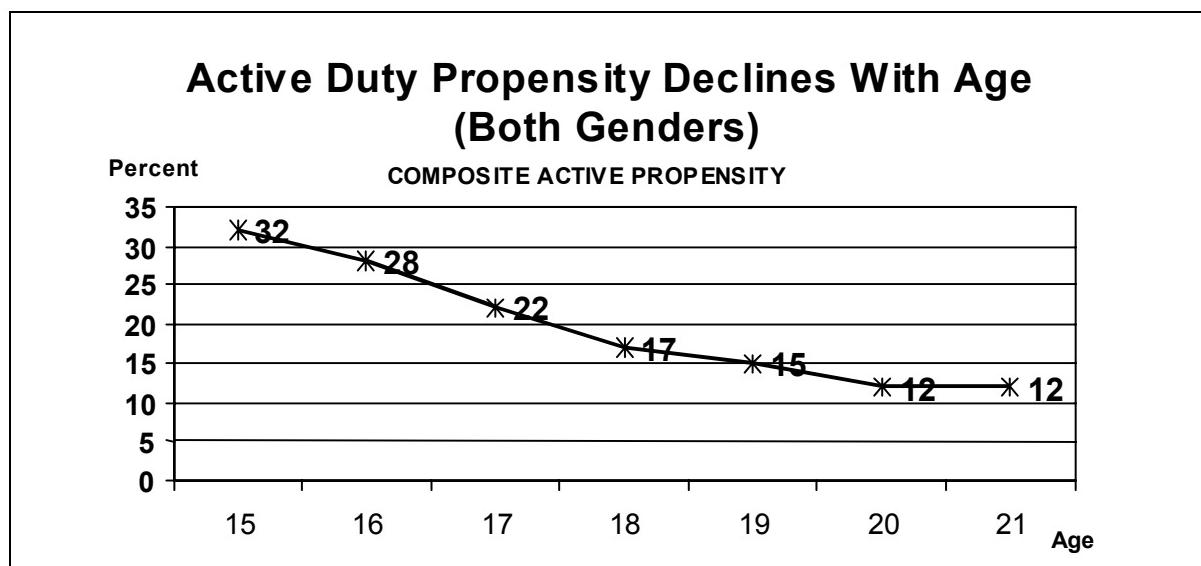
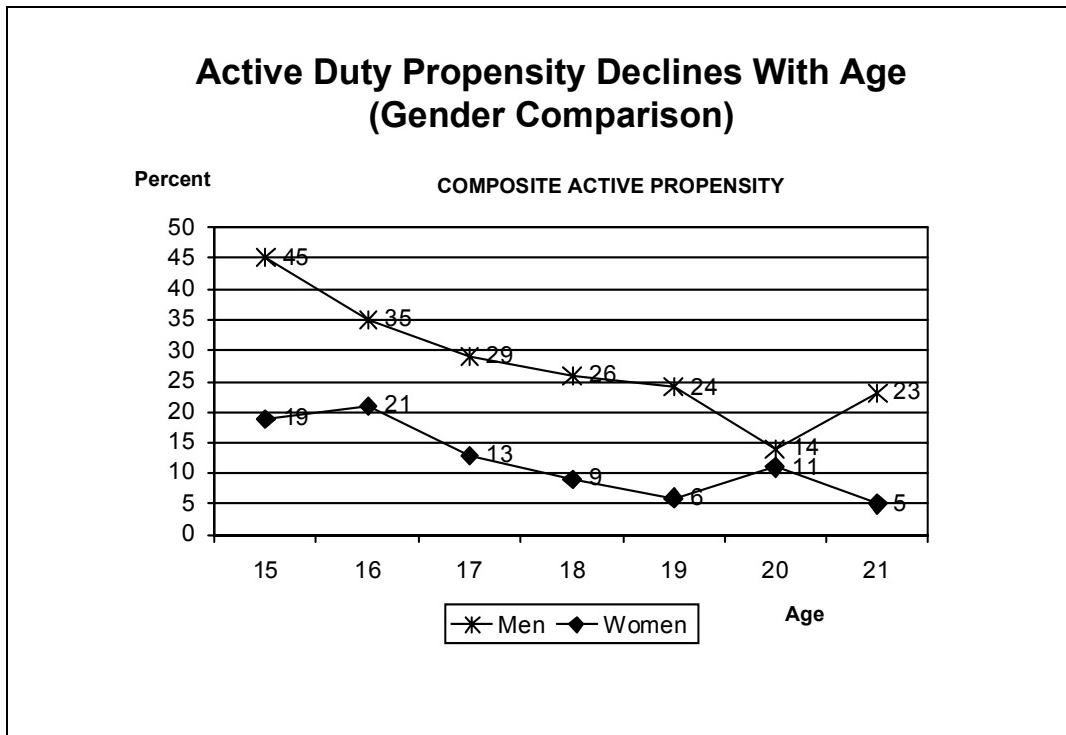


Table 6

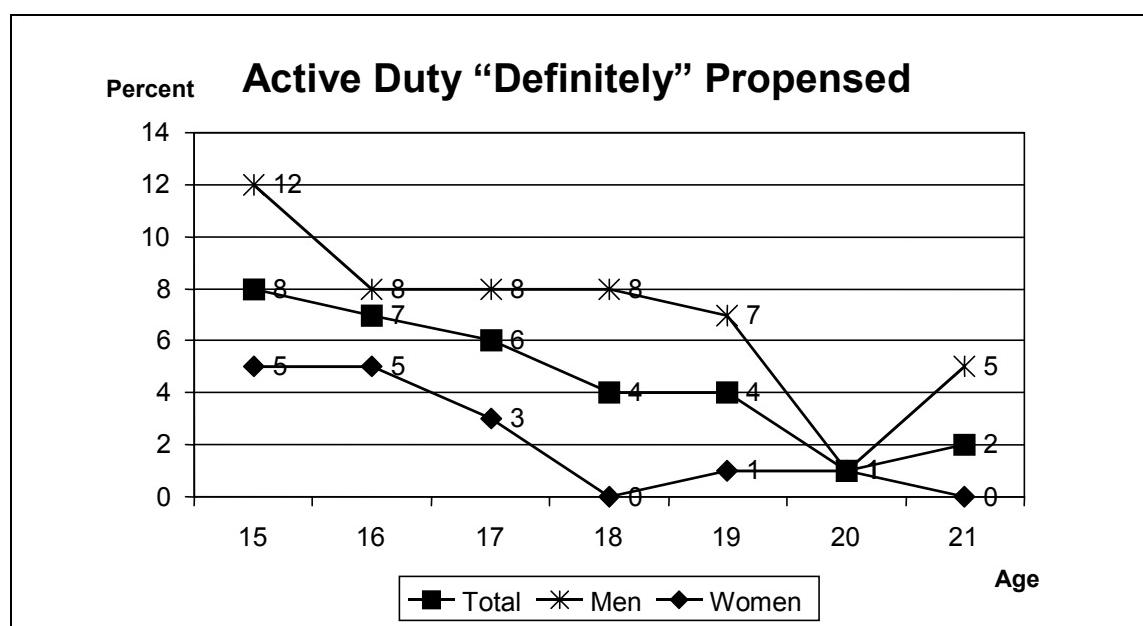
Active Duty Propensity Percentage by Age and Service							
Service	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20	Age 21
Army	14	9	8	5	7	5	4
Navy	13	9	7	4	8	7	4
Marines	12	12	8	6	4	2	4
Air Force	14	14	12	8	8	5	7
Coast Guard	7	3	5	4	4	4	2

Compared to women, men generally displayed a much higher level of Composite Active Propensity for each age group. Men also exhibited an overall smaller proportional drop in Composite Active Propensity from age 15 to 21 [Figure 6].

Figure 6

Among youth who said they would “definitely” be serving on active duty in the military in the next few years [Figure 7], Composite Active Propensity for men was highest at age 15 and lowest at age 20.

Figure 7



Current Employment Status and Employment Prospects

Propensity varied according to employment status and the perceived difficulty in attaining employment. Youth who were currently *not employed* were significantly more likely to indicate a propensity for active duty in relation to youth who currently had *full- or part-time jobs* (23% compared to 16%, respectively). Of note, the bulk of this difference was attributable to youth who were “probably” propensed more so than from youth who were “definitely” propensed. Stated alternatively, youth who were *not employed* were significantly more likely to report being “probably” propensed than *employed* youth (18% compared to 13%, respectively), but they were not significantly more likely to be “definitely” propensed (5% compared to 4%, respectively). This could indicate that current employment status was less influential for youth who are more seriously considering the military.

Similarly, youth who perceived employment as *difficult* to attain were significantly more likely to report being propensed for active duty than youth who perceived employment as *not difficult* to attain (26% compared to 18%, respectively). This pattern also holds true for both “probably” and “definitely” propensity levels.

As seen in Table 7, composite propensity for the Reserve components did not vary significantly by either current employment status or perceived difficulty in finding employment.

Table 7

Propensity by Employment Status and Perceived Employment Prospects		
Current Employment Status/Perceived Employment Prospects	Composite Active Duty Propensity	Composite Reserve Propensity
Employed	16%	12%
Not Employed	23%	15%
Employment Difficult	26%	14%
Employment Not Difficult	18%	14%

Education Status

As illustrated in Table 8, propensity fluctuates by educational level. Generally, youth in *high school* or *not in school at all* are significantly more likely to report being propensed for active duty and somewhat more likely for Reserve service than youth in *full-time college* or *postsecondary education*.

Table 8

Propensity by Education Status		
	Composite Active Duty Propensity	Composite Reserve Propensity
Currently in High School or Lower	25%	16%
Full-time College or Postsecondary Education	8%	10%
Not Currently in School	19%	12%

Sibling Status and Birth Order

In terms of both birth order and sibling status, propensity levels did not vary significantly.

Table 9

Propensity by Sibling Status and Birth Order		
Sibling Status / Birth Order	Composite Active Duty Propensity	Composite Reserve Propensity
Only Child	17%	11%
Not Only Child	20%	14%
First Born	20%	12%
Not First Born	20%	14%

Geographic Region

As has been the case in previous years, propensity tended to be relatively higher in the Southern and Western areas of the country and relatively lower in the Midwest and Northeast.

Table 10

Propensity by Geographic Region		
Region*	Composite Active Duty Propensity	Composite Reserve Propensity
Northeast ⁸	17%	13%
Mid West	18%	11%
South	22%	14%
West	23%	17%

* Note that the regions used on the Youth Polls do not conform to Census regions.

⁸ Two of the Youth Poll 1 geographic regions do not conform to Census regions. The Census definition for the Northeast region combines the New England Division (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont) and the Middle Atlantic Division (New Jersey, New York, and Pennsylvania). The Poll's New England region coincides with that of the Census, but the Poll's Mid-Atlantic region includes Delaware, District of Columbia, Maryland, and West Virginia in addition to New Jersey, New York, and Pennsylvania. Similarly the Census definition for the South region cannot be matched by the Poll's geography.

Propensity for Military Services

For both males and females included in the survey, reported propensity for active duty was lowest for the Coast Guard and highest for the Air Force.

Table 11

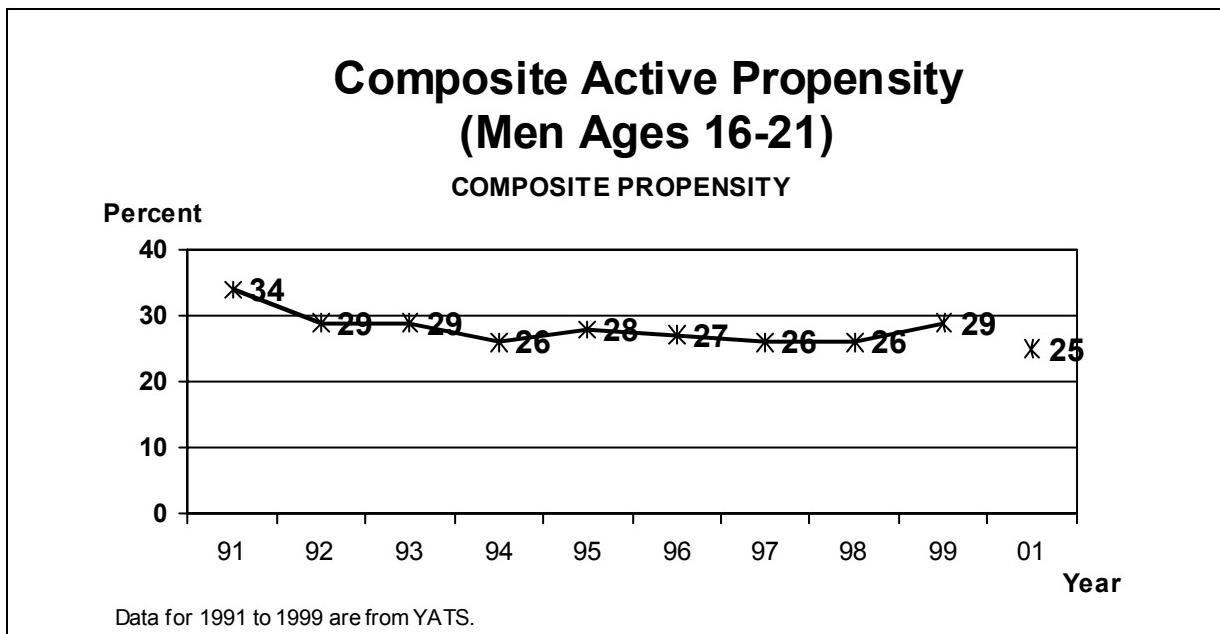
Propensity by Specific Service		
Service	15-21-Year-Old Males	15-21-Year-Old Females
ACTIVE DUTY		
Army	11%	4%
Navy	10%	5%
Marine Corps	11%	3%
Air Force	14%	6%
Coast Guard	7%	2%
RESERVE COMPONENTS		
National Guard	9%	4%
Reserves	15%	8%

Propensity Trends

As previously mentioned, the questions capturing propensity in this poll were identical to the YATS studies. Because the two studies utilized different sample designs, callback procedures and weighting schemes, the resulting propensity measures should not be considered identical. The goal of the youth polls is to provide a point estimate of propensity that closely replicates YATS measures in a more timely and flexible survey. All propensity figures prior to 2001 are from YATS. Also note that while the youth poll includes youth ages 15-21, this section is restricted to youth ages 16-21 to facilitate comparisons with past YATS.

As shown in Figure 8, it appears that the Composite Active Propensity of 29 percent for men ages 16 to 21 reported in 1999 was the lone rise in an otherwise relatively stable trend dating back to 1995. For 1995-1998, Composite Active Propensity for these young men ranged between 26 and 28 percent. Since results from the new polls cannot be directly compared to YATS, Youth Poll 1 provides the first data point in the revamped trend line. Composite Active Propensity was measured in the first 2001 poll at 25 percent for men ages 16 to 21.

Figure 8



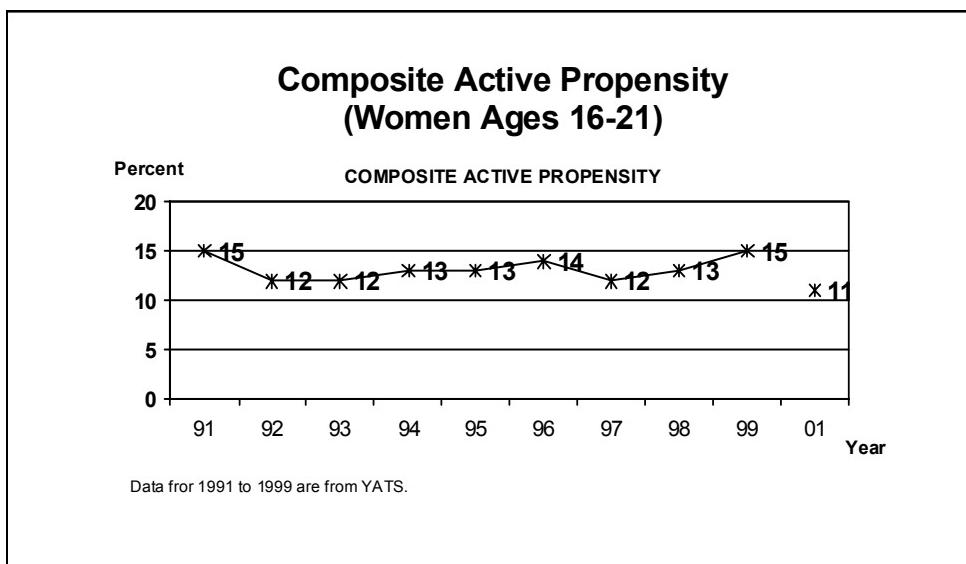
Propensity for the Air Force at 13 percent for men ages 16 to 21 was the highest of the active Services. Propensity for the Army was 10 percent for men, for the Navy and the Marine Corps was 9 percent, and for the Coast Guard was 6 percent. Male propensity for the Reserves was 14 percent and for the National Guard was 8 percent [Table 12].

Table 12

Active Duty Propensity Trends for Men (Ages 16-21)										
Service	'91	'92	'93	'94	'95	'96	'97	'98	'99	'01
Army	17%	13%	13%	11%	12%	12%	11%	12%	12%	10%
Navy	12%	11%	10%	9%	10%	10%	10%	9%	11%	9%
Marines	13%	13%	11%	11%	11%	11%	11%	11%	12%	9%
Air Force	16%	14%	14%	12%	12%	12%	12%	12%	13%	13%
Coast Guard	11%	8%	9%	8%	8%	8%	8%	8%	8%	6%

Young women's Composite Active Propensity also remained relatively stable from 1994 through 1999, fluctuating between a high of 15 percent and a low of 12 percent. Composite Active Propensity was measured at 11 percent for women ages 16 to 21 [Figure 9].

Figure 9



As in YATS, the Service-specific propensity for women was lower than that for men. In Youth Poll 1, female propensity was nearly equal across the active Services. Female propensity for the Air Force was 5 percent, for the Army and Navy was 4 percent, for the Marine Corps as 3 percent, and for the Coast Guard was 2 percent [Table 13].

Table 13

Active Duty Propensity Trends for Women (Ages 16-21)										
Service	'91	'92	'93	'94	'95	'96	'97	'98	'99	'01
Army	7%	5%	5%	7%	6%	6%	5%	6%	6%	4%
Navy	6%	4%	3%	5%	5%	6%	4%	5%	7%	4%
Marines	3%	3%	4%	4%	4%	4%	3%	4%	4%	3%
Air Force	9%	7%	7%	5%	7%	7%	6%	7%	7%	5%
Coast Guard	3%	2%	3%	4%	4%	3%	4%	4%	4%	2%

Male propensity for the Reserves was 14 percent and for the National Guard was 8 percent. Female propensity for the Reserves was 8 percent and for the National Guard was 4 percent [Figures 10 and 11, respectively].

Figure 10

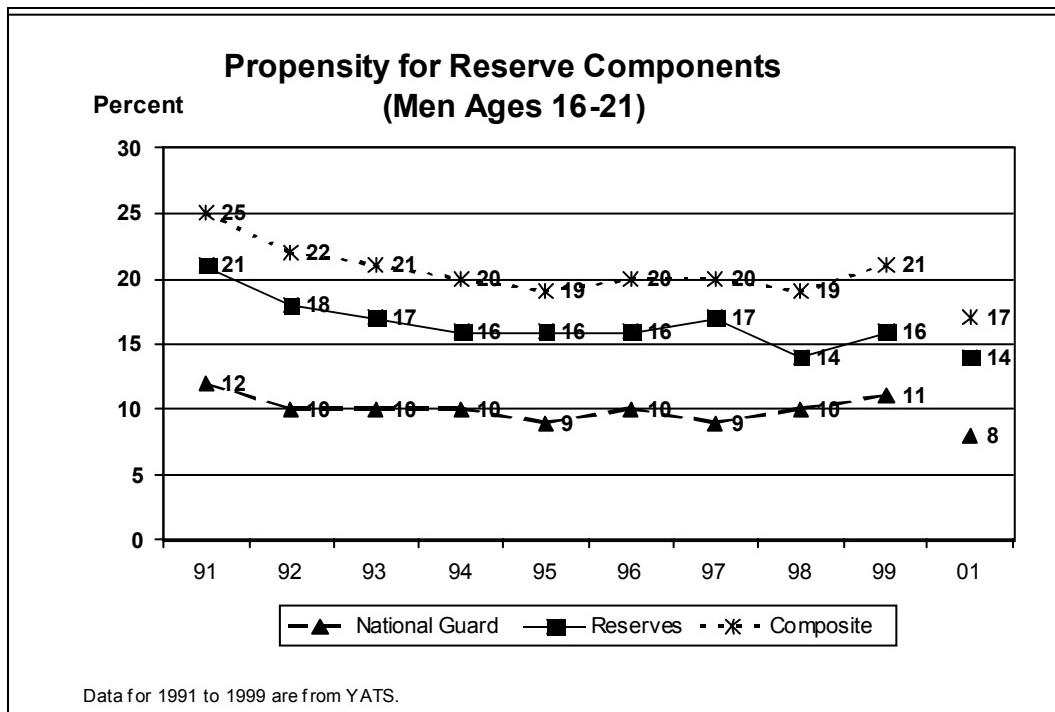
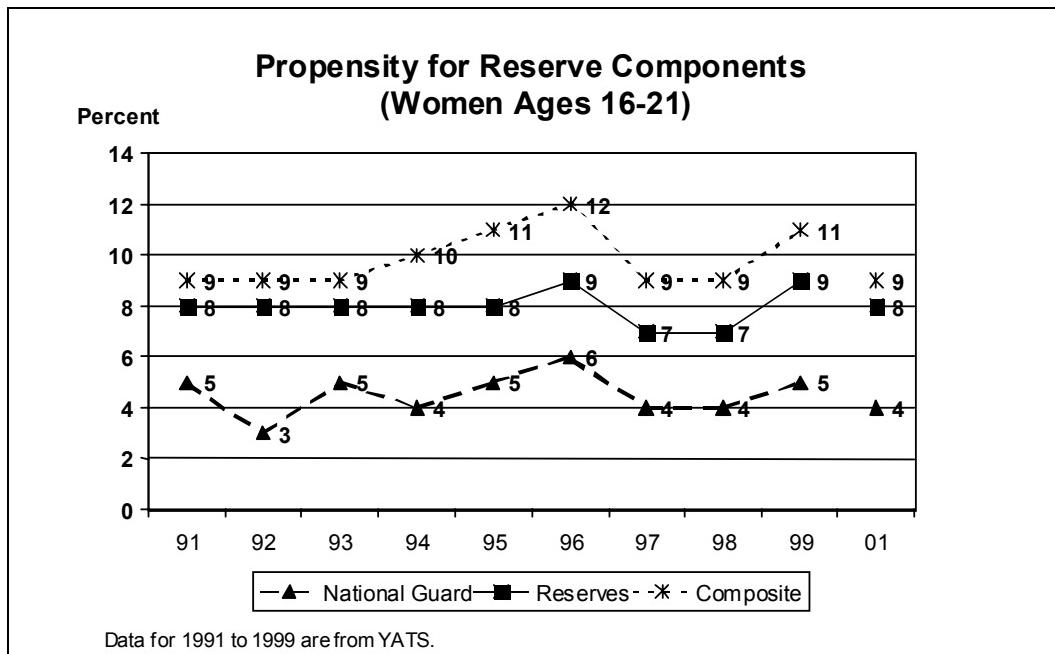


Figure 11



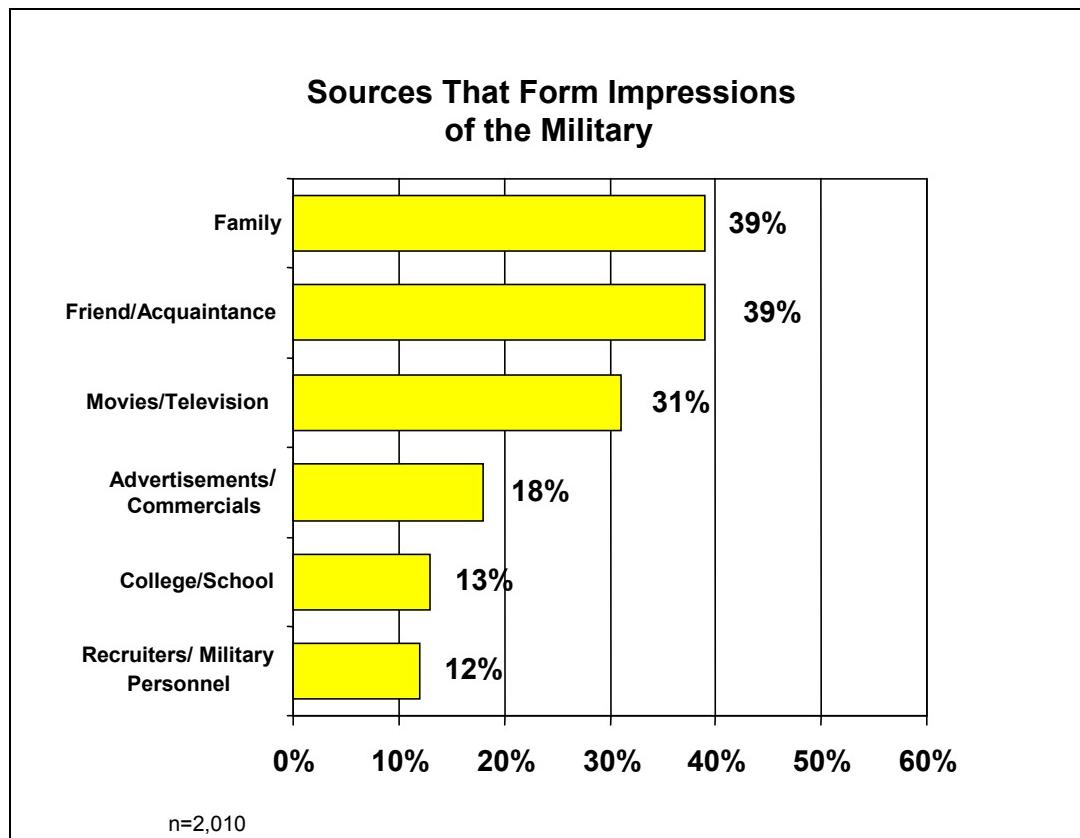
Impressions of the Military

The questions in this section of the poll were patterned after those in YATS. The questions were as follows:

- *Thinking about all that you know about the U.S. Military, where would you say you get the majority of your impressions about life in the military?*
- *Has your (specific family member or friend/acquaintance mentioned in previous question) ever been in the military?*
- *Within the last year, have you discussed the possibility of your serving in the military with anyone other than a military recruiter? If yes, who did you discuss this with?*
- *Overall, what would you say is your general impression of the military?*

Overall, youth most often mentioned *family* (39%), *friends and acquaintances* (39%), and *movies and television* (31%) as influencing their impression of the military. These were followed in frequency by *advertisements/commercials* (18%), *college/school* (13%) and *military recruiters and personnel* (12%) [Figure 12].

Figure 12

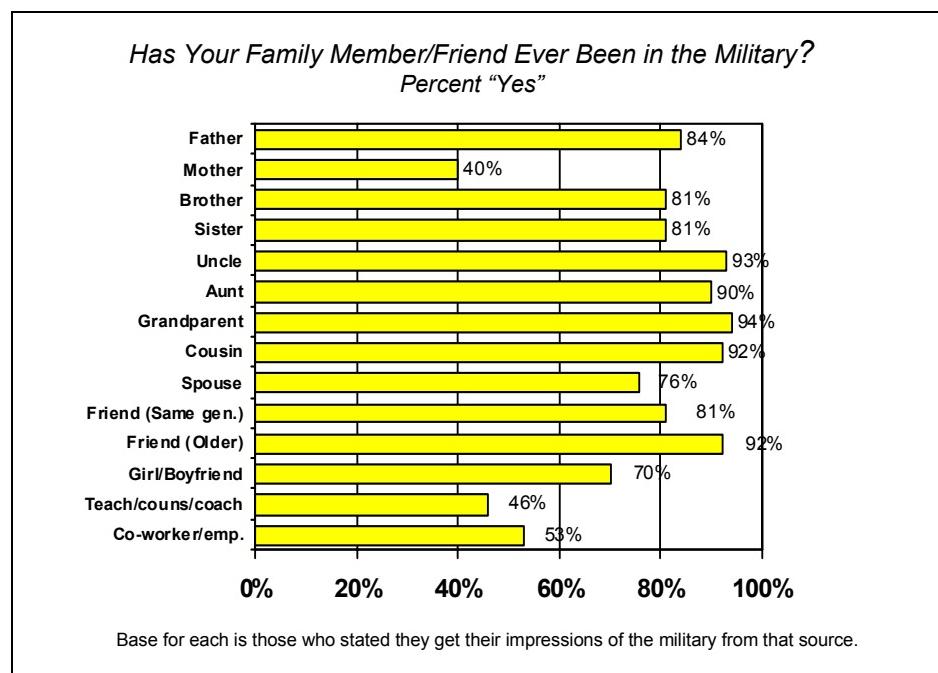


In terms of sources that influence their impressions of the military, statistically significant differences among subgroups included:

- Propensed youth (45%) were more likely to mention *family* than non-propensed youth (37%).
- Non-propensed youth (32%) were more likely to mention *movies/television* than propensed youth (24%).
- Youth ages 20-21 (49%) were more likely than younger youth (35%) to mention *friends/acquaintances*. Youth in college (53%) or not in school (39%) were also more likely to mention *friends/acquaintances* than youth in high school or lower (33%). Most often this was a *friend in the same generation*.
- Women (14%) were more likely to mention *college/school* than men (11%) were. Youth ages 20-21 (15%) were also more likely to mention *college/school* than youth ages 15-19 (8%). First-born youth (15%) were also more likely to mention *college/school* than youth who were not first born (11%).
- First born youth (35%) were more likely to mention *movies/television* as a source than youth who are not first born (29%). This was also true for youth currently in high school or lower (34%) than youth not in school (25%).

Generally, the personal sources listed by youth as providing impressions of the military have had military experience themselves [Figure 13]. With the exception of mother, teacher/counselor/coach, and co-worker/employer, at least seventy percent (70%) of all other named sources have had military experience.

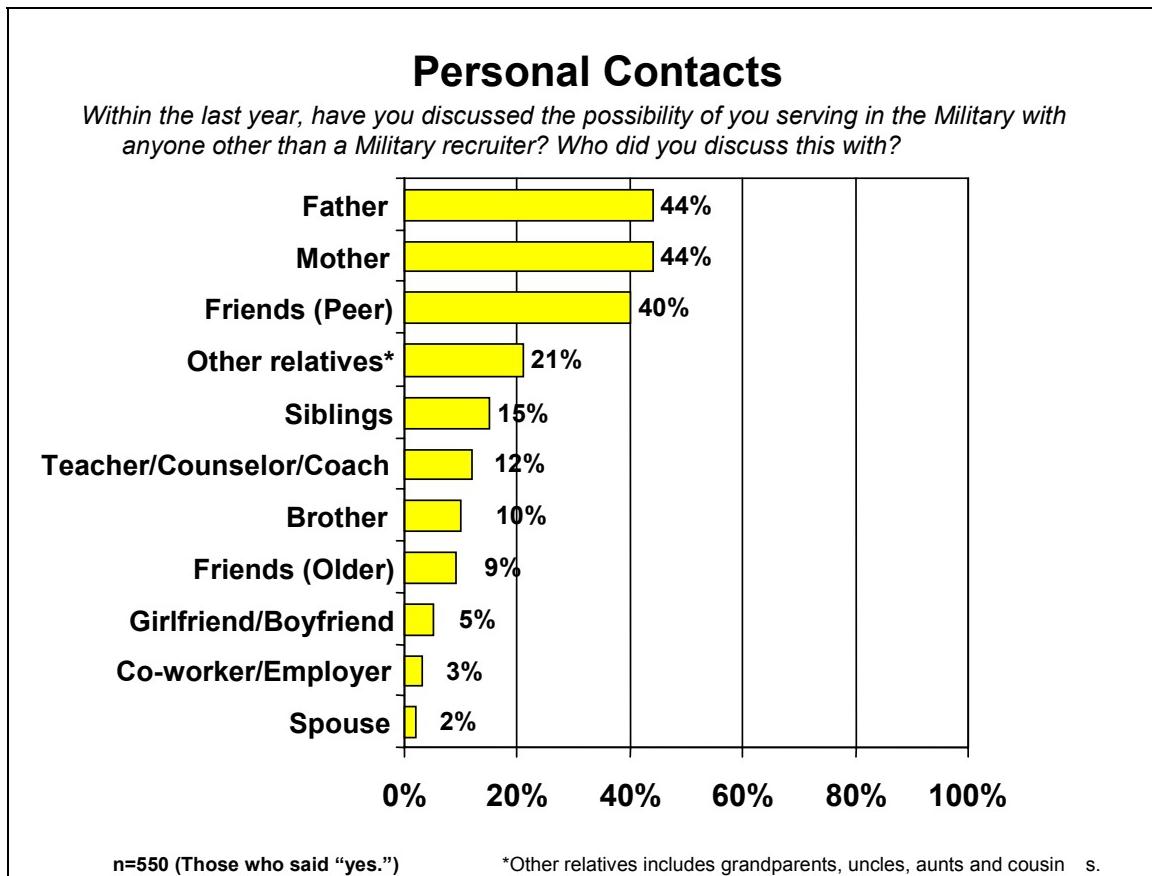
Figure 13



When asked if they had discussed serving in the military with anyone other than a military recruiter within the last year, 27 percent of youth said *yes*. This percentage was significantly higher for men (36%) compared to women (19%), and propensed youth (54%) compared to non-propensed youth (21%).

In terms of youth who had these discussions with other than military recruiters, *fathers* (44%) and *mothers* (44%) were mentioned most frequently followed by *friends* (40%) [Figure 14].

Figure 14

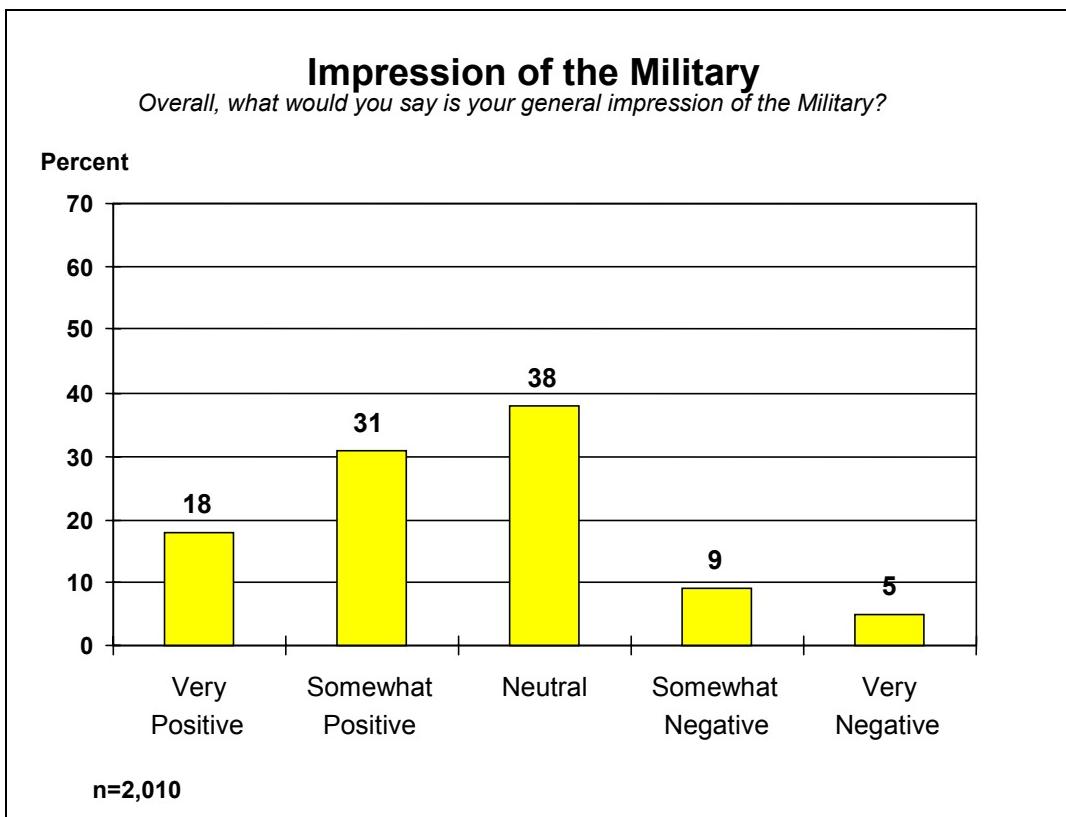


Youth ages 15-19 (73%) were more likely to report having these discussions with their families compared to older youth ages 20-21 (55%).

Compared to non-propensed youth, propensed youth were significantly more likely to have talked with their *mothers* about serving in the military (53% for propensed youth compared to 38% for non-propensed youth). Propensed youth were also more likely than non-propensed youth to have had this discussion with *teachers/counselors/coaches* (16% compared to 9%, respectively) and *older generation friends* (13% compared to 6%, respectively).

When asked for their overall impression of the military, roughly half of all youth indicated that they had a *positive* impression of the military, 18 percent reported that their impression was *very positive* and 31 percent stated it was *somewhat positive* [Figure 15]. Only 14 percent said they had either a *somewhat negative* (9%) or *very negative* (5%) impression of the military.

Figure 15



In terms of impressions of the military, statistically significant differences among subgroups included:

- For active duty, propensed youth (70%) were more likely than non-propensed youth (43%) to report a *positive* impression of the military. For the Reserves, propensed youth (66%) were also more likely than non-propensed youth (46%) to have a *positive* impression.
- Men (53%) were more likely than women (44%) to have a *positive* impression.

A Note on the Next Four Sections

The next four sections address questions that allow the exploration some of the hypotheses generated by Neil Howe and William Strauss⁹ about the Millennial generation (youth born in or

⁹ Neil Howe and William Strauss, the authors of *Millennials Rising, Generations, 13th Generation*, and *The Fourth Turning*, write and lecture frequently on generational issues.

after 1982) in their book *Millennials Rising – The Next Great Generation*¹⁰. Howe and Strauss hypothesize that Millennials have seven traits that distinguish them from other generations. These seven (7) traits are categorized as follows:

1. **Special**: From precious-baby movies of the early ‘80s to the effusive rhetoric surrounding the high school class of 2000, older generations have inculcated in Millennials the sense that they are, collectively, vital to the nation and their parent’s sense of purpose.
2. **Sheltered**: Starting with the early-‘80s child-abuse frenzy, continuing through the explosion of kids’ safety rules and devices, and now climaxing with a post-Columbine lockdown of public schools, Millennials are the focus of the most sweeping youth safety movement in American history.
3. **Confident**: With high levels of trust and optimism—and a newly felt connection to parents and future—Millennial teens are beginning to equate good news for themselves with good news for the country. They often boast about their generation’s power and potential.
4. **Team-Orientated**: From Barney and soccer to school uniforms and a new classroom emphasis on group learning, Millennials are developing strong team instincts and tight peer bonds.
5. **Achieving**: With accountability and higher school standards rising to the very top of America’s political agenda, Millennials are on track to become the best-educated and best-behaved adults in the nation’s history.
6. **Pressured**: Pushed to study hard, avoid personal risks, and take full advantage of the collective opportunities adults are offering them, Millennials feel a “trophy kid” pressure to excel.
7. **Conventional**: Taking pride in their improving behavior and more comfortable with the values of their parents than any other generation in living memory, Millennials support convention—the idea that social rules can help.

Results for the total sample are reviewed first to see if the hypotheses are supported generally among youth, then the results are looked at cautiously for the differences between the literal break of those born in and after 1982 (ages 15-19) and those born earlier (ages 20-21).

In the context of this poll, the groups were categorized as follows:

- *Millennials* were those youth ages 15-19; and
- *Generation Xers* (or *Gen Xers*) were those youth ages 20-21.

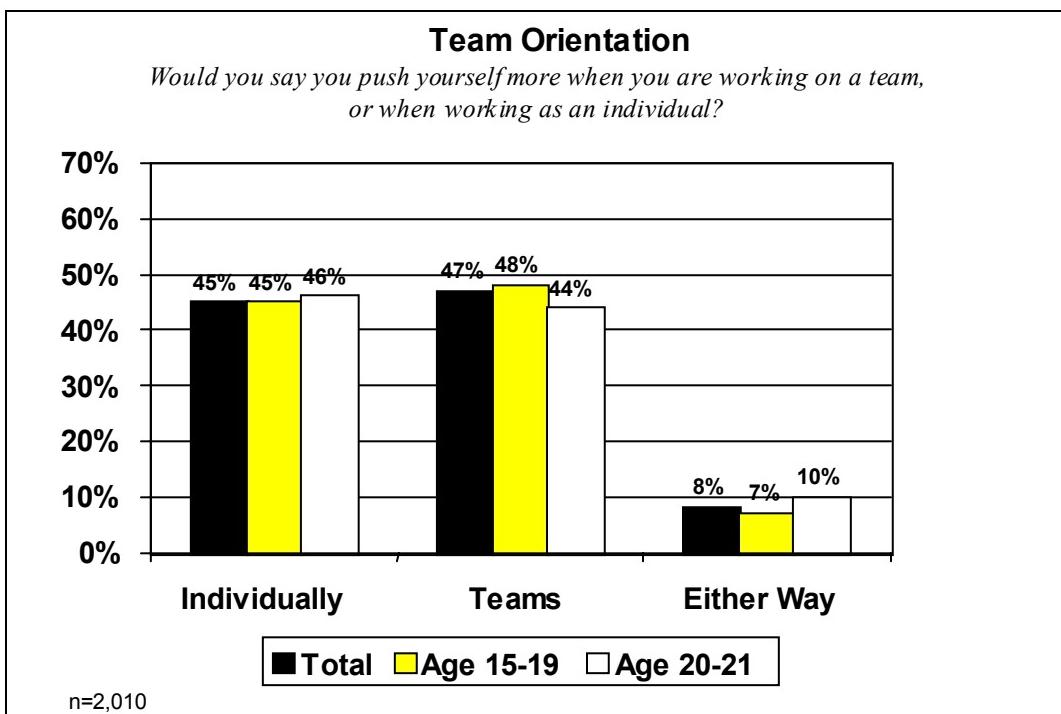
¹⁰ 2000, Vintage Books

This youth poll covers aspects of the following five Millennial traits: sheltered (decision-making section), confident (life satisfaction section), team-oriented (team section), achieving (goal orientation section) and conventional (decision-making section). It is important to keep in mind the confounding of age, education and the definition of Millennials when interpreting results.

Team Orientation

Respondents were asked to think about how they generally work in team situations compared to when they work alone and whether they push themselves more when working on a team or individually. Overall, youth were almost evenly divided regarding whether they push themselves more in a *team environment* (47%) or when working *individually* (45%) [Figure 16]. While Millennial age youth were slightly more likely to report pushing themselves more working on *teams* and Generation X age youth were slightly more likely to report working harder *individually*, these differences were not statistically significant.

Figure 16



Youth who were more likely to push themselves when working on a *team* included:

- Propensed youth (55%) compared to non-propensed youth (45%); and
- In particular, propensed men (58%) compared to non-propensed men (44%).

In terms of working *individually*, non-propensed youth (48%) were more likely to push themselves harder than propensed youth (36%).

The following youth were more likely to report pushing equally whether working on a *team* or *individually*:

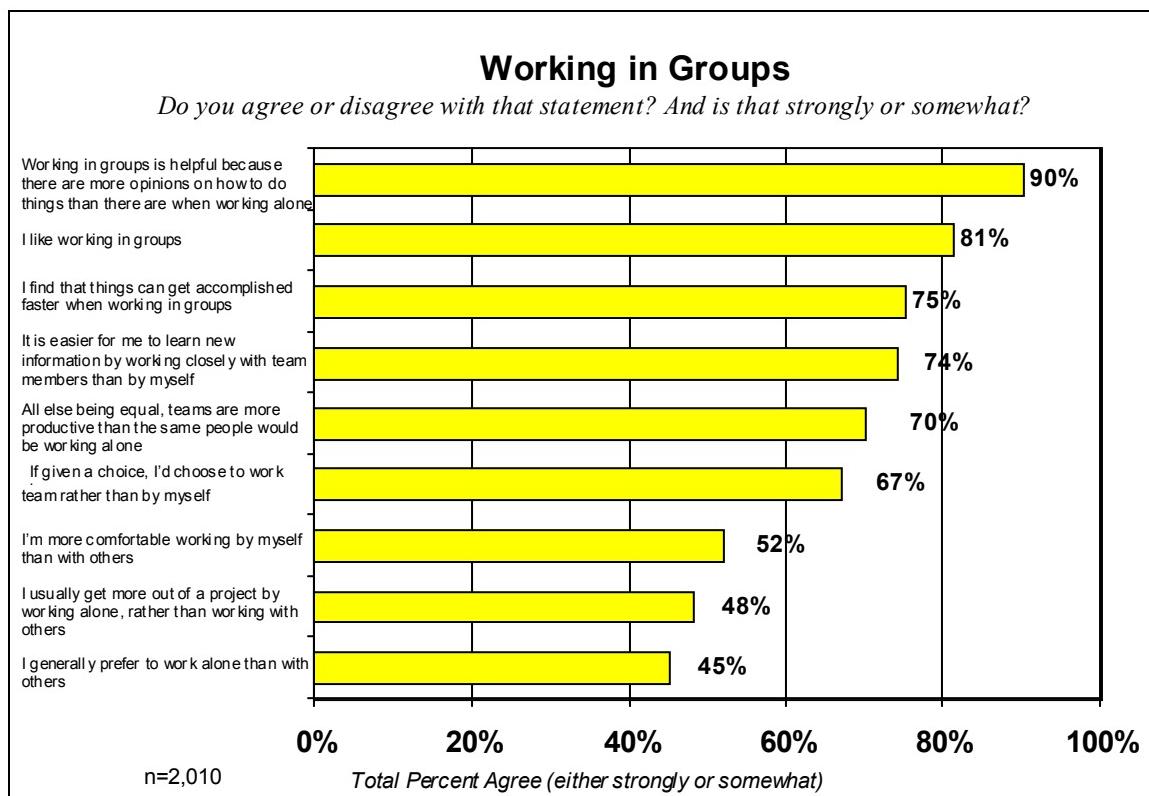
- Youth in college/postsecondary (11%) compared to youth in high school or less (6%); and
- First-born youth (10%) compared to youth who are not first born (7%).

Youth were then asked whether they agree or disagree with each of the following statements and if that was somewhat or strongly agree or disagree.

- *All else being equal, teams are more productive than the same people would be working alone.*
- *I'm more comfortable working by myself than with others.*
- *If given the choice, I'd choose to work in a team rather than by myself.*
- *Working in groups is helpful because there are more opinions on how to do things than there are when working alone.*
- *I generally prefer to work alone than with others.*
- *It is easier for me to learn new information by working closely with team members than by myself.*
- *I find that things can get accomplished faster when working in groups.*
- *I like working in groups.*
- *I usually get more out of projects by working alone, rather than working with others.*

There were six statements stressing a more team-oriented perspective and three that expressed a more individual approach. This imbalance could be said to introduce a bias toward teamwork. The benefits of teamwork are explicitly stated compared to the benefits of working individually (i.e., *Working in groups is helpful because there are more opinions...* versus *I generally prefer to work alone...*). Therefore, readers are urged to place more emphasis on the differences between parallel statements for teamwork and working individually—statements that were similar in tone and did not provide specific benefits to influence that preference. Results in this section reflect this sentiment.

Figure 17



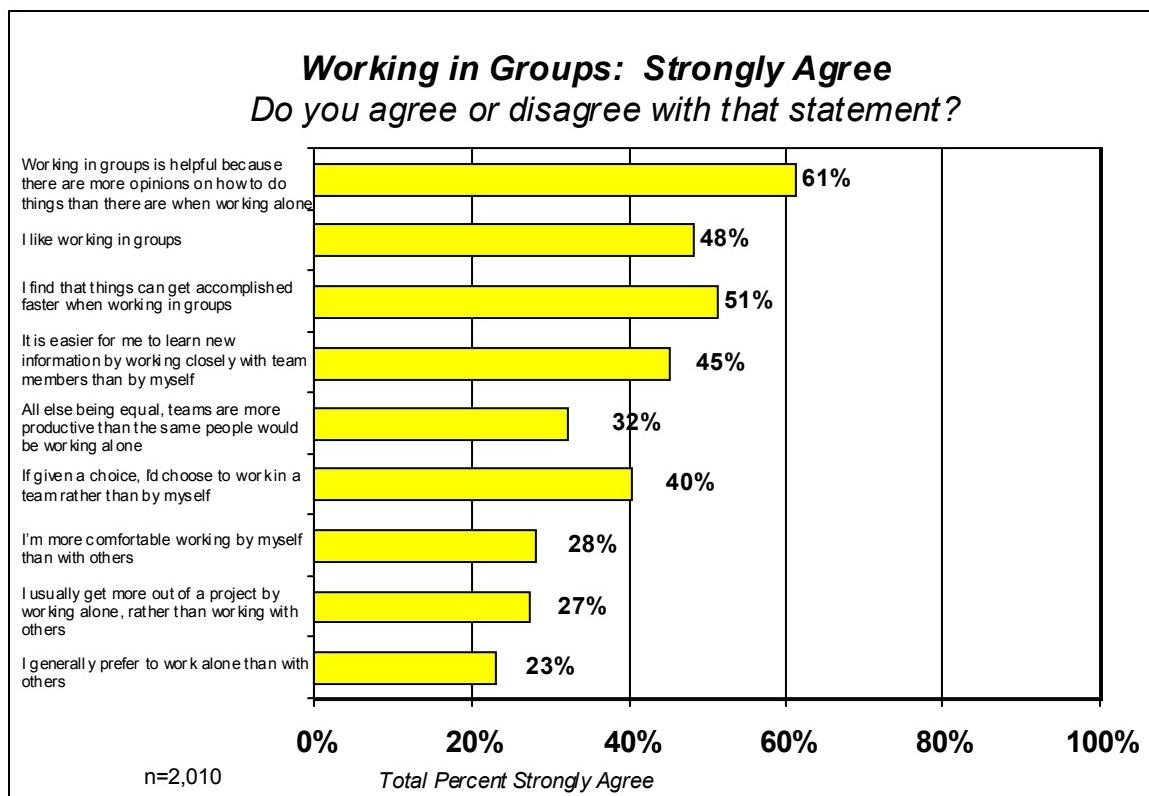
As shown in Figure 17, statements expressing a team orientation generally received high total agreement scores.

However, as shown in Figure 18, the intensity behind this agreement varied. Exclusively examining percent of youth that *strongly agree* with each statement provided insight into which teamwork concept(s) youth agree with more ardently.

For example, the idea that *working in groups is helpful because there are more opinions on how to do things than there are when working alone* had a total agreement score of 90 percent, of which 61 percent was comprised of youth who strongly agree. This notion, that groups tend to facilitate more idea generation, seemed to resonate strongly among youth.

By contrast, the statement *all else being equal, teams are more productive than the same people would be working alone* had a total agreement score of 70 percent, but only 32 percent of this consisted of youth who strongly agree. Therefore, support for this concept among youth was softer.

Figure 18



In terms of possible recruiting implications, this finding could indicate that while youth did recognize the benefits of *teamwork*, they were less certain that team situations universally lead to more productivity.

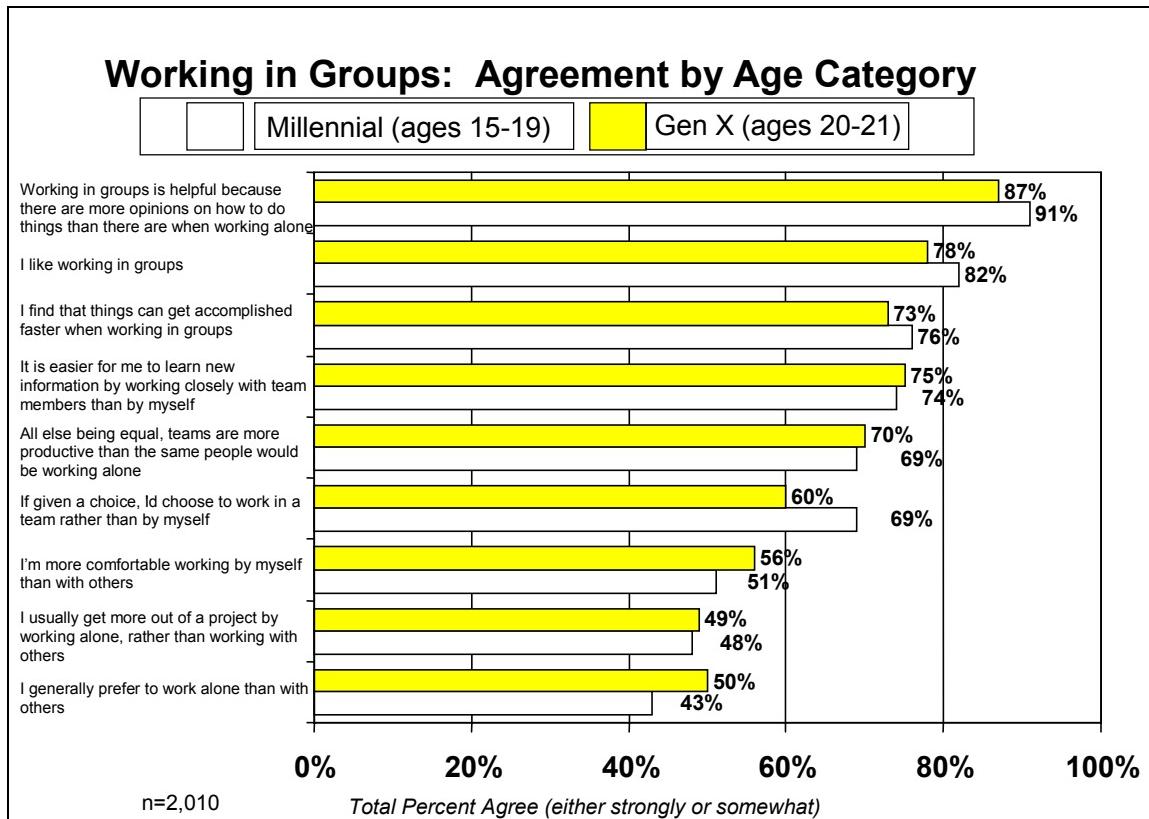
Statistical differences between subgroups were as follows:

- Propensed youth were more likely than non-propensed youth to agree with all six statements, which favor teamwork over working alone.
- Conversely, non-propensed youth were more likely than propensed youth to agree with all three statements, which favor working alone over teamwork.
- Relative to men, women were more likely to agree with the three statements that favor individual work over team activities.

Looking at age cohorts [Figure 19], Millennial-age youth reported higher total agreement scores for four out of the six teamwork orientated statements than Gen Xers. Only two of these differences—*working in groups is helpful because there are more opinions* and *if given a choice, I'd choose to work on a team*—were significant statistically.

Conversely, older youth were more likely than younger respondents to agree with all three statements reflecting an individual orientation, one of which—*I generally prefer to work alone than with others*—was statistically significant.

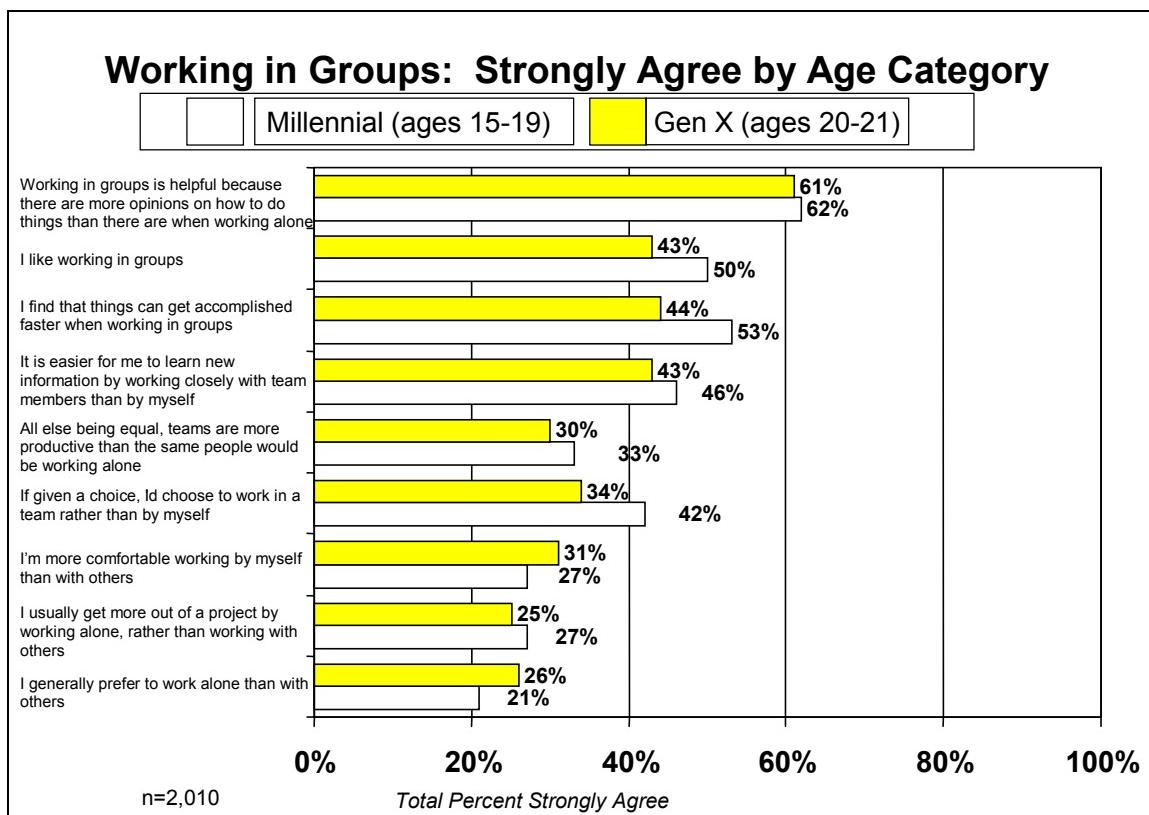
Figure 19



Among youth who expressed strong agreement toward each statement [Figure 20], more distinct differences emerged. Millennial-age youth were more likely to *strongly agree* with all six team orientated statements, three of which became statistically significant—*I like working in groups*, *I find that things can get accomplished faster when working in groups*, and *if given a choice, I'd choose to work in a team rather than by myself*.

Two of these three statements—*I like working in groups* and *if given a choice, I'd choose to work in a team rather than by myself*—are important because they gauge a preference toward teams without providing any specific benefits to influence that preference.

Figure 20



Since the definition of Millennials is confounded with age and education, drawing conclusions about this cohort must be done with caution. The data did suggest, however, that younger youth in the poll exhibited a stronger inclination toward the notion of *teamwork*.

Decision-making

Youth were asked a series of questions designed to gain insight into how they make decisions. The thrust of these questions was not so much on how they process internal considerations or what external information sources they may seek when faced with decisions, but rather on the level of influence exerted specifically by their parents or guardians and their friends. Youth were asked the question: *Now I want to talk about how you make decisions. I am going to provide you a list of decisions you may have made and I would like for you to tell me who you made that decision with. Even if you have not made these decisions, tell me if you, your parents or guardians, you and your parents or guardians, or you and your friends would typically make this decision.*

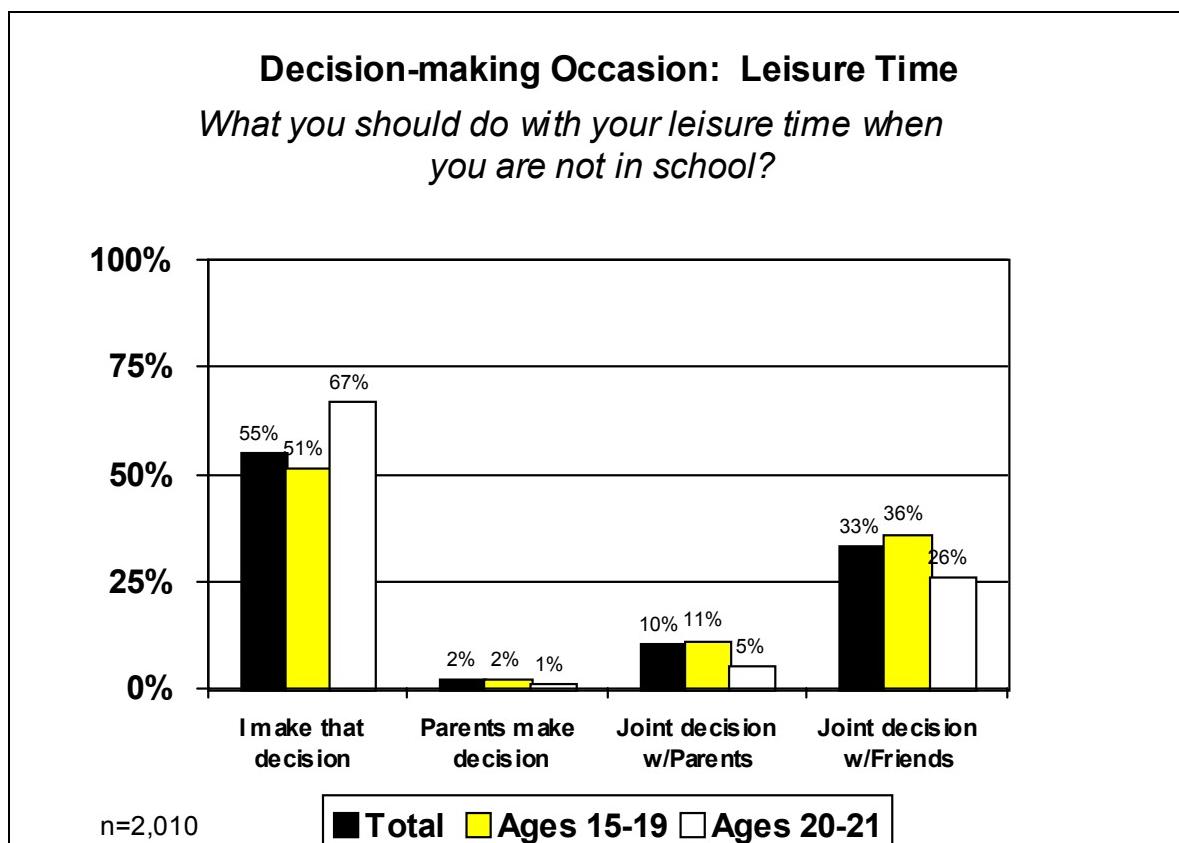
The list of decision occasions were as follows:

- *What you should do with your leisure time, when you are not in school?*
- *What courses to take in school?*
- *What to do after high school?*
- *How you should prepare for a career?*

Significant differences among subgroups for the decision of *what to do with their leisure time when not in school* included [Figure 21]:

- Gen Xers (67%) were more likely to make this decision *themselves* than Millennials (51%).
- Youth in college/postsecondary school (62%) or not in school at all (70%) were also more likely to make this decision *themselves* than youth currently in high school or lower (46%).

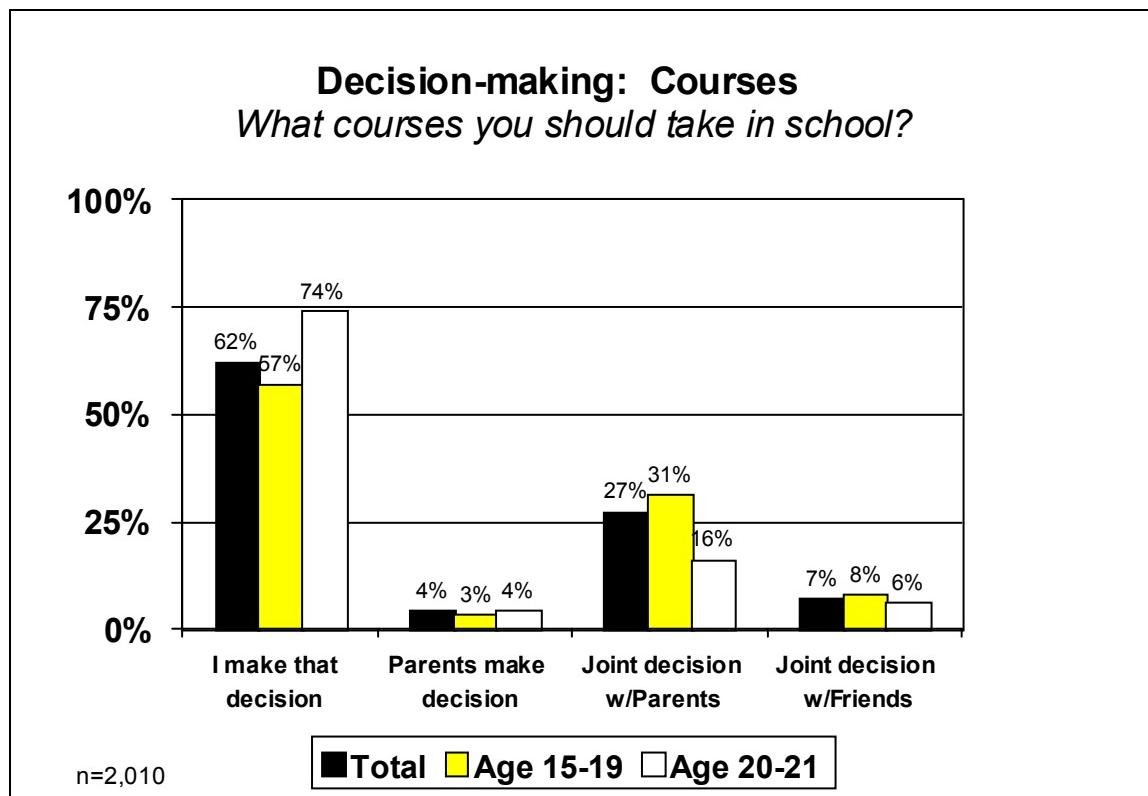
Figure 21



Notable differences for the decision of *what courses to take in school* included [Figure 22]:

- Millennials (31%) compared to Gen Xers (16%) were more likely to make this decision with their *parents*, as were youth currently in high school or lower (35%) compared to youth in college/postsecondary (17%) or not in school (19%).

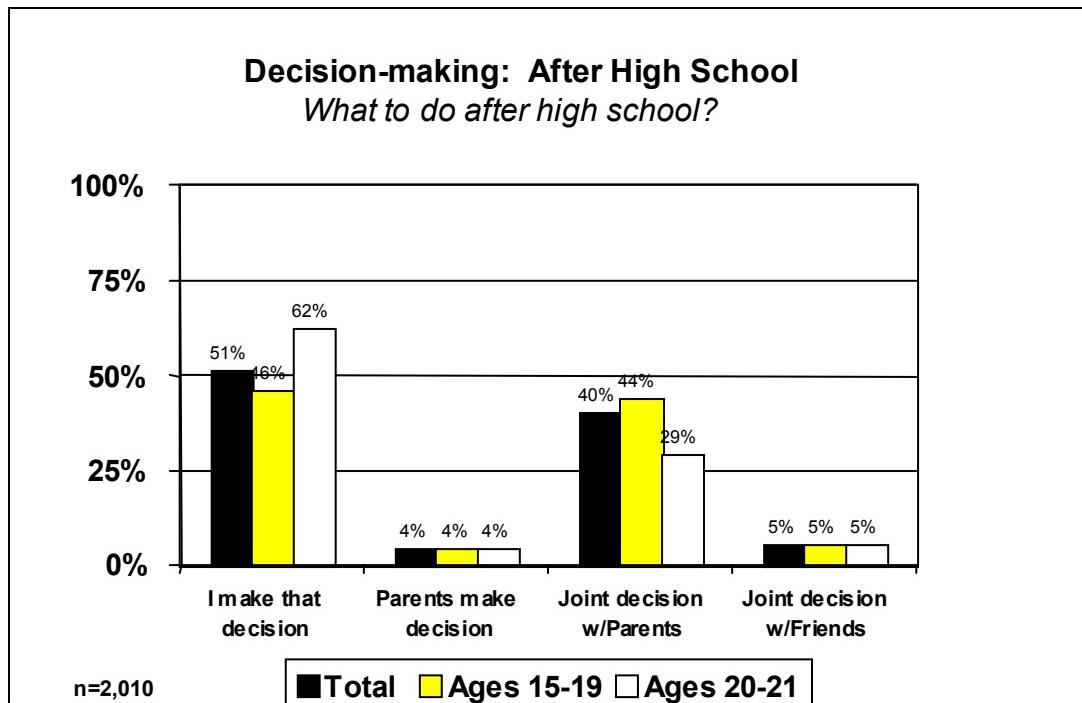
Figure 22



The following groups were all significantly more likely to make the decision of *what to do after high school* with their *parents* [Figure 23]:

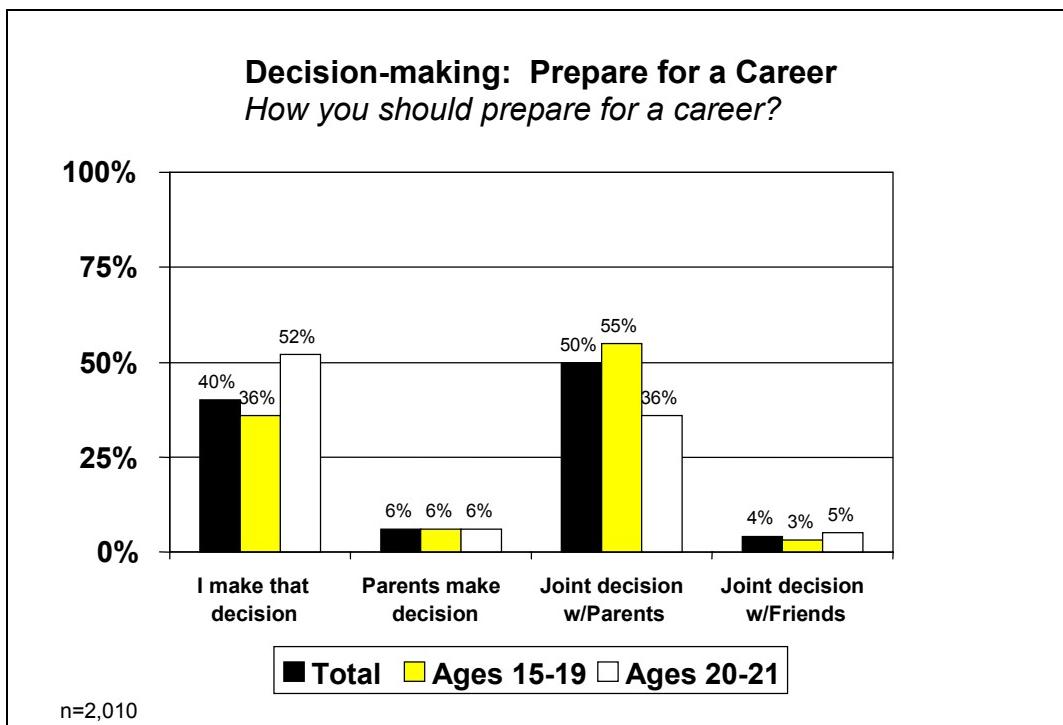
- Millennials (44%) compared to Gen Xers (29%)
- Youth in high school or lower (49%) compared to youth in college/secondary (39%) and youth not in school (22%)

Figure 23



Millennials (55%) compared to Gen Xers (36%) and youth in high school or lower (60%) compared to youth in college/secondary (41%) and youth not in school (34%) were all significantly more likely to make the decision of *how they should prepare for a career* with their parents [Figure 24]:

Figure 24



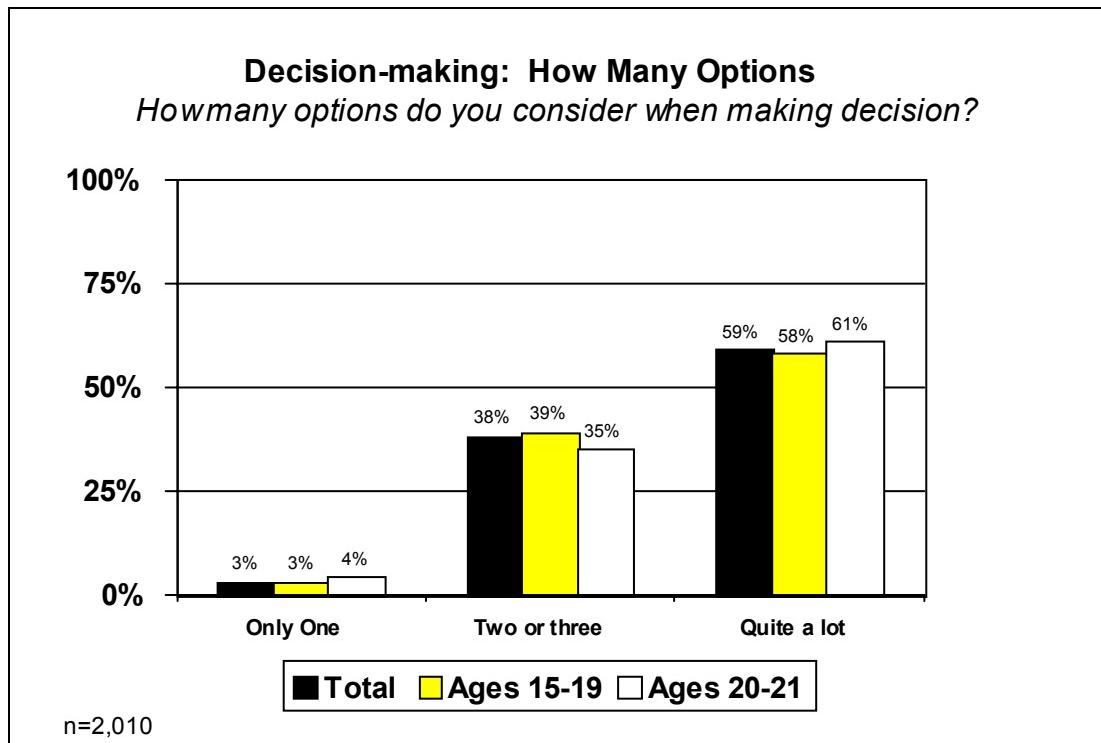
When asked more specifically how involved their parents are in their decision-making process, youth were almost evenly split. About half (53%) said that their parents were *more* involved, while the other half (47%) said their parents were *less* involved [Table 14].

Table 14

Decision-making: Parental Involvement			
When making those types of decisions, how involved are your parents or guardians?			
	Total	Millennial (Ages 15-19)	Gen Xer (Ages 20-21)
More Involved	53%	56%	46%
Extremely	20%	21%	17%
Very	33%	35%	30%
Less Involved	47%	44%	53%
Somewhat Involved	41%	40%	42%
Not involved at all	6%	4%	12%

In light of the central role influencers play in the enlistment decision among youth, it is important to note that the vast majority of youth (86%) stated that they *actively seek their parents or guardians opinion* when making decisions. While parental involvement was high, well over half of all youth (58%) stated that they have the *final say themselves* in decisions. Thirty-five percent (35%) said that *it is a joint decision* and less than ten percent (7%) indicated that their *parents have the final word*. Finally, almost all (97%) youth stated that after a decision was made their parents *approve* of that decision. Half (50%) of the youth stated their parents *very much approve* and nearly another half (47%) indicated their parents *somewhat approve* of the decision.

Figure 25



Almost six out of ten (59%) youth consider several options when making decisions [Figure 25]. About four out of ten (38%) consider two or three options when making decisions and only three percent consider one option. There were no significant differences between Millennials and Gen Xers.

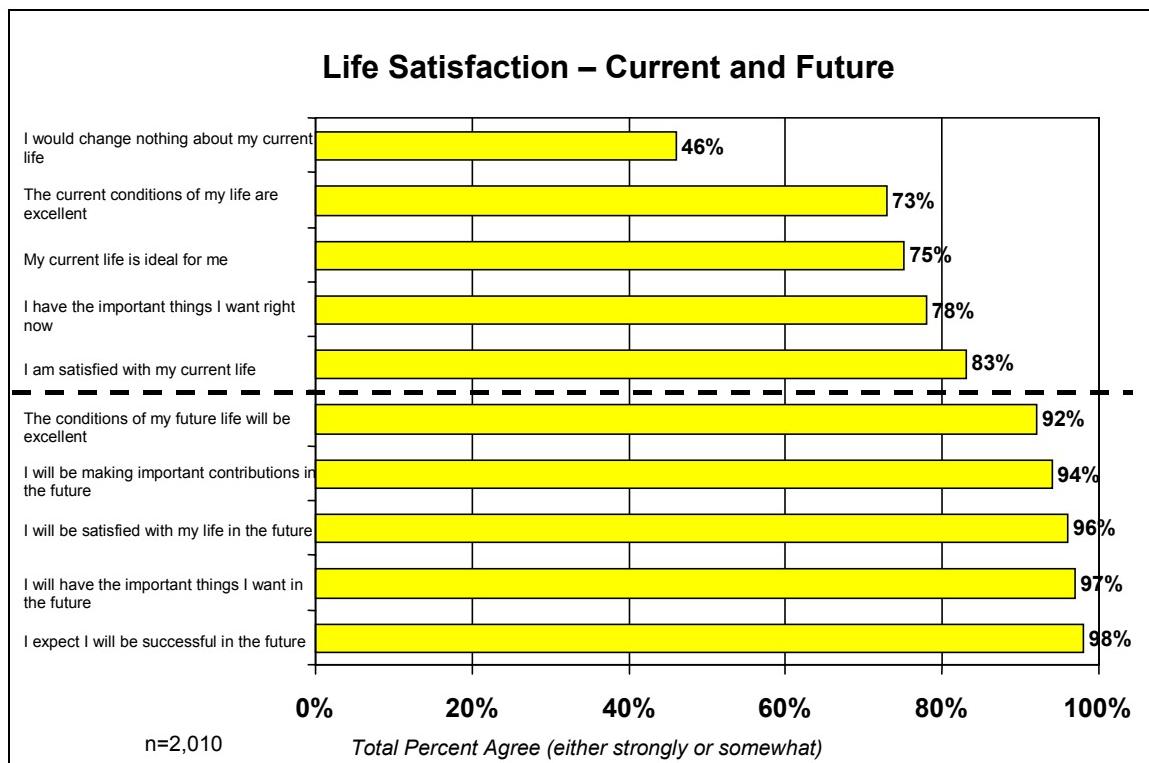
Life Satisfaction

To evaluate their current and future level of personal satisfaction, youth were asked whether or not they agree with each of the following statements:

- *I would change nothing about my current life.*
- *I am satisfied with my current life.*
- *My current life is ideal for me.*
- *The current conditions of my life are excellent.*
- *I have the important things I want right now.*
- *I will be satisfied with my life in the future.*
- *I expect I will be successful in the future.*
- *The conditions of my future life will be excellent.*
- *I will have the important things I want in the future.*
- *I will be making important contributions in the future.*

Overall, youth reported being satisfied with their current lives and optimistic about their futures [Figure 26]. With the exception of *I would change nothing about my current life*, almost three-quarters or more of all youth agreed with all the life satisfaction statements.

Figure 26

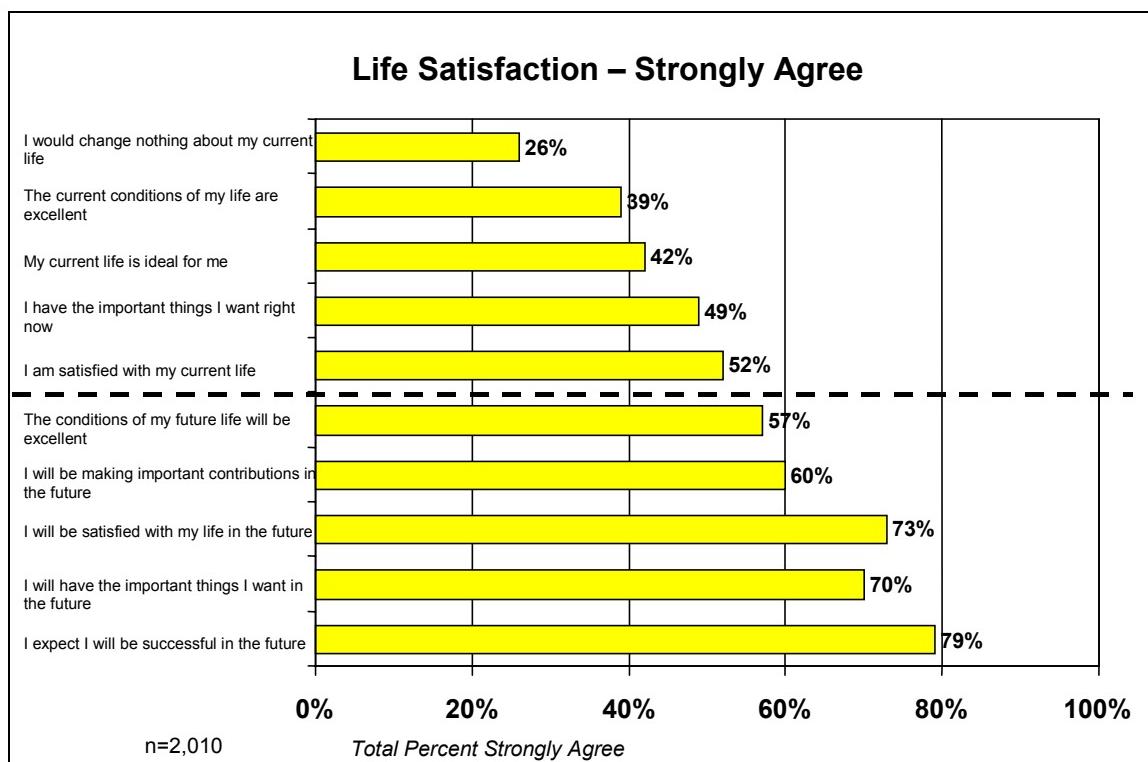


The differences among subgroups were as follows:

- Gen Xers were more likely than Millennials to agree with *the conditions of my future life will be excellent* (95% compared to 91%, respectively) and with *I will have the important things I want in the future* (99% compared to 96%, respectively).
- Youth currently in school (either high school or less or college/postsecondary) were more likely to agree with the statement *I will be making important contributions in the future* than youth who are not in school.
- Non-propensed youth were more likely than propensed youth to agree with all of the current life satisfaction statements.

When looking solely at youth who *strongly* agreed with each statement [Figure 27] there was some erosion in the percentage of youth who were satisfied with their *current* lives, but there continued to be a fairly robust confidence in the *future*.

Figure 27



Goal Orientation

Next, youth were read another series of statements designed to explore their opinions about working on tasks or problems they may face. The statements were broken into two groups—*performance goals* and *learning goals*.

Performance Goals:

- *I prefer to do things that I can do well rather than things that I do poorly.*
- *I'm happiest when I perform tasks that I know I won't make any mistakes on.*
- *The things I enjoy the most are the things I do the best.*
- *The opinions others have about how well I can do certain things are important to me.*
- *I feel smart when I do something without making any mistakes.*
- *I like to be fairly confident that I can successfully perform something before I attempt it.*
- *I like to work on things that I have done well on in the past.*
- *I feel smart when I can do something better than most other people.*

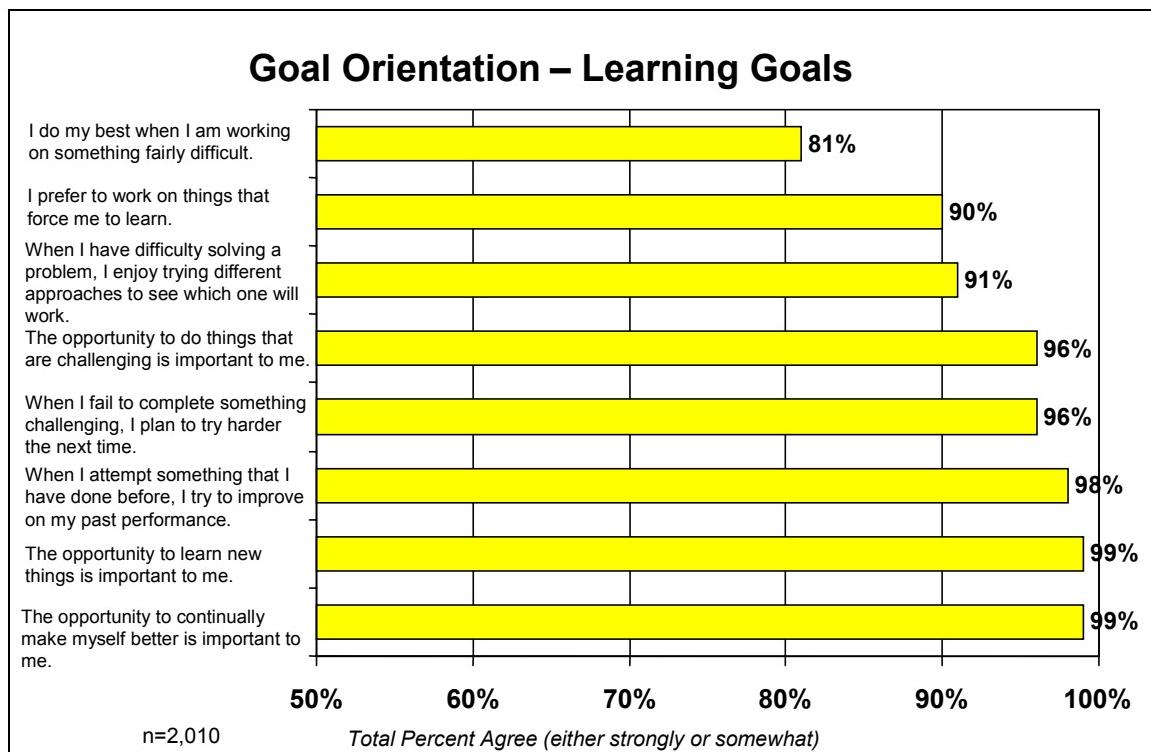
Learning Goals:

- *The opportunity to do things that are challenging is important to me.*
- *When I fail to complete something challenging, I plan to try harder the next time.*
- *I prefer to work on things that force me to learn.*
- *The opportunity to learn new things is important to me.*
- *I do my best when I'm working on something fairly difficult.*
- *When I attempt something that I have done before I try to improve on my past performance.*
- *The opportunity to continually make myself better is important to me.*
- *When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.*

In simple terms, *performance goals* reflect applying current knowledge and attaining achievement, whereas *learning goals* echo a desire to acquire new knowledge and address unknown challenges.

In general, the learning goals tended to receive *higher agreement ratings* from youth overall compared to the performance goals [Figure 28].

Figure 28



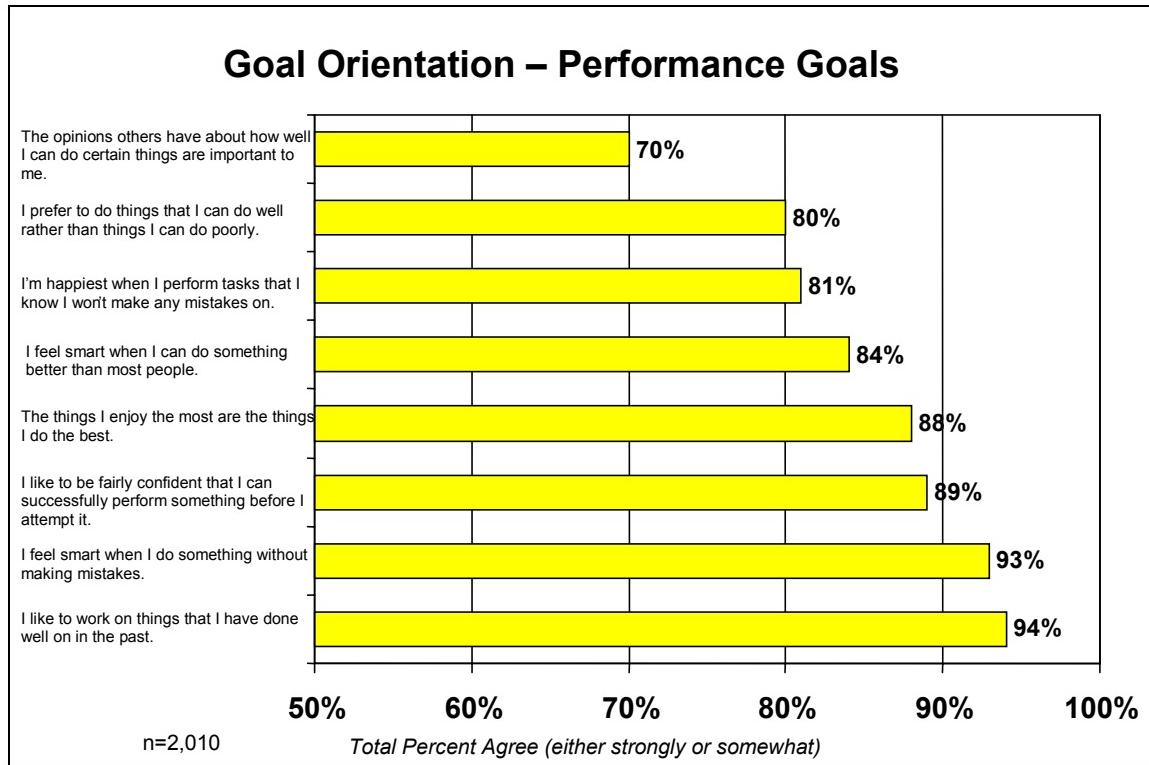
In terms of *learning goals*, all statements received consistently high agreement ratings. While there were no large-scale trends, some slight differences among subgroups were as follows:

- Youth in college/postsecondary school compared to youth in high school or less were more likely to agree with three statements in particular: *I prefer to work on things that force me to learn; the opportunity to learn new things is important to me; and the opportunity to continually make myself better is important to me.*
- Compared to Millennials, Gen Xers were more likely to agree with two statements: *I prefer to work on things that force me to learn; and the opportunity to continually make myself better is important to me.*

In terms of *performance* goals [Figure 29], the subgroup differences were as follows:

- Youth currently in high school or lower and, to a lesser degree, youth in college/secondary school were more likely to agree with all of the statements compared to youth not in school.
- Women (83%) were more likely than men (78%) to agree with the statement *I prefer to do things that I can do well rather than things I can do poorly*.

Figure 29



A more thorough discussion about the apparent relationship between youth who enjoy a challenge (those that would agree with the learning goals) and propensity is given in the multivariate section of the report.

Strategic Attributes

Youth were asked the following question to explore the importance of attribute-level benefits uncovered in qualitative youth image research: *Continue to think about what you might be doing in the next few years, and tell me how important the following things are in your plans. Please use a scale from 1 to 5 where 1 means NOT AT ALL IMPORTANT and 5 means EXTREMELY IMPORTANT.*

- *Learning important job skills;*
- *Having opportunities for higher education;*
- *Developing good character;*
- *Developing self-discipline;*
- *Maturing and growing;*
- *Making a difference;*
- *Gaining confidence;*
- *Becoming self-reliant;*
- *Achieving a higher standard of living;*
- *Preparing for a future career;*
- *Having personal freedom;*
- *Doing something I can be proud of;*
- *Making my family proud of me;*
- *Making my friends proud of me;*
- *Becoming a leader;*
- *Challenging myself to become something more;*
- *Preparing for family life; and*
- *Maintaining physical fitness.*

Note that the ratings for the majority of these attributes were closely grouped and displayed relatively small standard deviations (they ranged from 0.7 to 1.2). As such, none of the differences discussed should be thought of as statistically significant. The intent of this discussion, rather, is to show directional differences that may have practical significance for recruiting and communication efforts.

As seen in Table 15, the attribute *doing something I can be proud of* received the highest importance rating at 4.7. All but one attribute—*making my friends proud of me* (3.2)—received a mean importance rating of at least 4.0.

While *doing something I can be proud of* received the highest rating, attributes that could be thought of as sub-components of this notion—*making my family proud of me* and *making my friends proud of me*—each garnered lower importance ratings.

Table 15

Strategic Attributes for Military Service			
Attribute	Mean Rating	% Extremely Important	Standard Deviation
<i>Learning important job skills</i>	4.5	61%	0.8
<i>Having opportunities for higher education</i>	4.5	65%	0.8
<i>Developing good character</i>	4.5	67%	0.8
<i>Developing self-discipline</i>	4.4	60%	0.9
<i>Maturing and growing</i>	4.6	70%	0.8
<i>Making a difference</i>	4.4	61%	0.9
<i>Gaining confidence</i>	4.5	66%	0.8
<i>Becoming self-reliant</i>	4.6	72%	0.7
<i>Achieving a higher standard of living</i>	4.4	62%	0.9
<i>Preparing for a future career</i>	4.6	73%	0.8
<i>Having personal freedom</i>	4.6	70%	0.7
<i>Doing something I can be proud of</i>	4.7	75%	0.7
<i>Making my family proud of me</i>	4.3	60%	1.0
<i>Making my friends proud of me</i>	3.2	18%	1.2
<i>Becoming a leader</i>	4.0	41%	1.1
<i>Challenging myself to become something more</i>	4.5	66%	0.8
<i>Preparing for family life</i>	4.1	52%	1.1
<i>Maintaining physical fitness</i>	4.2	51%	0.9

Some observational differences among subgroups included:

- Compared to women, men rated *having personal freedom, making my friends proud of me* and *maintaining physical fitness* as more important.
- Relative to Millennials, Gen Xers gave higher ratings to *developing good character, becoming self-reliant, achieving a higher standard of living, doing something I can be proud of, and preparing for family life*.
- Millennials rated *having opportunities for higher education* and *making my friends proud of me* higher than did Gen Xers.

There were differences between propensity toward both active duty and reserve service. In general, youth propensed toward active duty rated attributes involving *discipline, pride* and *leadership* as more important than did non-propensed respondents. Youth who were interested in reserve service reported attributes concerning their *job skills* and *furthering their education* as more important compared to respondents with less interest in reserve service.

Specifically, the following attributes were rated as more important by youth propensed toward active duty (compared to non-propensed youth):

- *Developing self-discipline;*
- *Making my family proud of me;*
- *Making my friends proud of me;*
- *Becoming a leader; and*
- *Maintaining physical fitness.*

Specifically, the following attributes were rated as more important by youth propensed toward reserve service (compared to non-propensed youth):

- *Learning important job skills;*
- *Having opportunities for higher education;*
- *Making a difference;*
- *Achieving a higher standard of living;*
- *Making my family proud of me;*
- *Becoming a leader; and*
- *Maintaining physical fitness.*

Multivariate Analysis

Multivariate analysis that consisted of three phases was performed to gain further insight into the data.

- First, a factor analysis was conducted on four question batteries included in the survey. The four batteries were the *Team Orientation* statements, the *Life Satisfaction* statements, the *Goal Orientation* statements, and the *Strategic Attributes* (which is referred to as *Job* in the analysis).

- Then, a cluster analysis was conducted using the identified factors to segment respondents into relatively homogeneous groups.
- Finally, an ordered probit regression model was run using the identified factors and other survey variables to explain propensity.

All multivariate analyses were based on unweighted data.

Factor Analysis:

Since the primary goal of the factor analysis was to eliminate redundancy by reducing the number of variables from the original statement batteries, principle component analysis was used.

For the *Job* (Strategic Attribute) battery, four factors were extracted that accounted for 52.5 percent of the variance. The factors have been identified as concerning good character, being prepared for the future, impressing others, and developing self-reliance.

Table 16

Variables	Job Factors			
	Good Character	Prepare for Future	Impress Others	Be Self-Reliant
(c) Developing good character	0.71	0.14	0.15	0.14
(e) Maturing and growing	0.69	0.21	0.08	0.15
(d) Developing self discipline	0.68	0.20	0.09	0.17
(g) Gaining confidence	0.61	0.25	0.17	0.16
(f) Making a difference	0.53	0.46	0.19	-0.06
(r) Maintaining physical fitness	0.40	0.21	0.24	0.23
(j) Preparing for a future career	0.17	0.76	0.09	0.14
(b) Opportunities for education	0.19	0.74	0.04	-0.03
(a) Learning important job skills	0.30	0.59	0.14	0.23
(p) Challenging myself	0.45	0.58	0.02	0.14
(i) Higher standard of living	0.06	0.52	0.32	0.38
(l) Something I can be proud of	0.38	0.46	0.17	0.27
(o) Becoming a leader	0.33	0.38	0.30	0.01
(n) Making my friends proud	0.06	-0.01	0.79	0.17
(m) Making my family proud	0.22	0.24	0.73	-0.03
(q) Preparing for family life	0.41	0.12	0.43	-0.05
(k) Having personal freedom	0.14	0.05	0.08	0.83
(h) Becoming self-reliant	0.33	0.27	-0.05	0.53

Extraction Method: Principle component analysis using four factors with eigenvalues (1) 6.25, (2) 1.20, (3) 1.04, and (4) 0.96. The fifth eigenvalue was not close to one (0.87) so four factors were extracted accounting for 52.5 percent of the variance.

Rotation Method: Varimax with Kaiser normalization. Rotation converged in 6 iterations.

As would be expected given the dichotomous nature of the statements, the remaining three batteries—Team, Life Satisfaction, and Goals—were each reduced into two primary factors.

For the *Team* battery, two factors—Prefer to Work Alone and Prefer Teamwork—were extracted that accounted for 54.3 percent of the variance.

Table 17

Team Factors		
Variables	Rotated Component Matrix of Factor Loadings	
Variables	Prefer to Work Alone	Prefer Teamwork
(e) Prefer to work alone	0.84	-0.17
(b) Comfortable working by myself	0.82	-0.09
(-c) Choose to work in a team	-0.71	0.37
(-h) Like working in groups	-0.68	0.39
(i) Get more out of a project by working alone	0.67	-0.18
(a) Teams are more productive	-0.06	0.68
(g) Accomplish things faster when working in a group	-0.23	0.67
(d) Working in a group helpful because we share opinions	-0.17	0.59
(f) Easier to learn new information when working with a group	-0.24	0.58

Extraction Method: Principle component analysis using two factors with eigenvalues (1) 3.84 and (2) 1.05. The third eigenvalue was not close to one (0.84) so two factors were extracted accounting for 54.3 percent of the variance.

Rotation Method: Varimax with Kaiser normalization. Rotation converged in 3 iterations.

For the *Life Satisfaction* battery, two factors—Satisfied with Current Life and Satisfied with Future Life—were extracted that accounted for 52.6 percent of the variance.

Table 18

Life Satisfaction Factors		
	Rotated Component Matrix of Factor Loadings	
Variables	Satisfied With Current Life	Satisfied With Future Life
(b) Satisfied with current life	0.82	0.11
(d) Current life is excellent	0.79	0.17
(c) Current life is ideal	0.79	0.08
(a) Change nothing	0.72	0.13
(e) I have the important things I want right now	0.62	0.10
(g) I will be successful in the future	0.07	0.71
(f) I will be satisfied in the future	0.19	0.70
(h) Life conditions will be excellent in the future	0.26	0.68
(i) I will have the important things I want in the future	0.05	0.67
(j) I will be making important contributions in the future	0.04	0.57

Extraction Method: Principle component analysis using two factors with eigenvalues (1) 3.55 and (2) 1.71. The third eigenvalue was not close to one (0.81) so two factors were extracted accounting for 52.6 percent of the variance.

Rotation Method: Varimax with Kaiser normalization. Rotation converged in 3 iterations.

For the *Goal* Orientation battery, two factors were extracted—Learning Orientation and Performance Orientation—that accounted for 36.3 percent of the variance.

Table 19

Goal Factors		
Variables	Rotated Component Matrix of Factor Loadings	
Variables	Learning Orientation	Performance Orientation
(i) Challenging is important to me	0.69	0.01
(k) Want to force myself to learn	0.65	0.03
(j) When failing, I just try harder	0.64	0.04
(l) Learning new things important	0.63	0.07
(o) Continually make myself better	0.60	0.18
(n) Improve on past performance,	0.56	0.15
(p) Try several different approaches	0.56	-0.02
(m) Do my best when doing something difficult	0.54	-0.05
(b) Happiest when I know I won't make mistakes,	-0.06	0.70
(c) Enjoy most what I do best	-0.05	0.64
(a) Prefer doing what I do well	-0.21	0.63
(e) Feel smart when not making mistakes	0.17	0.62
(h) Feel smart when doing things better than most others	0.04	0.58
(f) Like to feel confident before I attempt something	0.10	0.50
(g) Prefer doing things I've done well in the past	0.11	0.49
(d) Opinions of others about how well I do things are important to me	0.17	0.39

Extraction Method: Principle component analysis using two factors with eigenvalues (1) 3.30 and (2) 2.51. The value of the third eigenvalue dropped precipitously from that of the second eigenvalue (from 2.51 to 0.97) so two factors were extracted accounting for 36.3 percent of the variance.

Rotation Method: Varimax with Kaiser normalization. Rotation converged in 3 iterations.

Cluster Analysis/Attitudinal Segmentation:

By using the nonhierarchical Howard-Harris k-means clustering algorithm, the following five segments were identified: 1) Society Rebels; 2) High Achievers; 3) Dream Weavers; 4) Attention Seekers; and 5) Aspiring Hopefuls. The Howard-Harris algorithm was used because it works efficiently with large sample sizes and it indicates the relative power of variables in arriving at the cluster solution. The cluster solution converged in 19 iterations based on the four clustering variables shown in Table 20.

Table 20

Factor	Youth Segments					F-Score
	Society Rebels	High Achievers	Dream Weavers	Attention Seekers	Aspiring Hopefuls	
Prepare for Future	4.3	4.4	4.0	4.7	4.6	134.2
Prefer Teamwork	3.0	2.8	4.2	4.5	4.4	1067.8
Satisfied with Current Life	2.4	4.4	3.9	4.5	2.5	1389.3
Performance Orientation	3.8	4.2	3.8	4.5	4.3	130.4

These four variables were chosen because they demonstrated the most power in separating respondents into homogeneous groups with respect to propensity. Table 21 gives mean factor scores for each segment. For example, *Society Rebels* had a mean of 2.4 on the factor *Satisfied with Current Life*, whereas the mean for the *High Achievers* segment on *Satisfied with Current Life* was 4.4. This indicates that, on average, *High Achievers* tended to be more satisfied with their current situation.

The F-scores reflect the relative power of each variable in forming the 5-cluster solution. As one can see from Table 21, an individual's degree of satisfaction with his/her current life and his/her attitude about teamwork were the two most differentiating variables.

Table 21 details the factor scores as well as the demographic characteristics of each of the five segments.

Table 21

Mean Importance Factor Scores and Demographics for Youth Segments					
Factor Scores	Society Rebels	High Achievers	Dream Weavers	Attention Seekers	Aspiring Hopefuls
Job:					
Good Character	4.2	4.4	4.1	4.7	4.5
Prepare for Future	4.3	4.4	4.0	4.7	4.6
Impress Others	3.5	3.8	3.6	4.2	3.9
Be Self-Reliant	4.5	4.6	4.3	4.7	4.7
Team:					
Work Alone	3.4	3.4	2.5	2.2	2.3
Prefer Teams	3.0	2.8	4.2	4.5	4.4
Life:					
Satisfied with Current Life	2.4	4.4	3.9	4.5	2.5
Satisfied in Future Life	4.2	4.7	4.5	4.8	4.5
Goal:					
Learning Orientation	4.3	4.5	4.4	4.7	4.5
Performance Orientation	3.8	4.2	3.8	4.5	4.3
Demographics					
	Society Rebels	High Achievers	Dream Weavers	Attention Seekers	Aspiring Hopefuls
Average Age	17.4	17.4	17.3	17.0	17.2
Looking for Work	48.7 %	33.1 %	44.6 %	41.2 %	51.9 %
Make Mostly A's	13.7 %	23.8 %	14.5 %	14.4 %	8.7 %
Percentage Male	46.1 %	42.5 %	57.1 %	52.3 %	47.8 %
Segment Size	11.3 %	18.0 %	18.6 %	32.6 %	19.5 %
Composite Propensity	18.4 %	12.1 %	23.4 %	24.4 %	32.5 %
Definitely Propensed	3.5 %	2.0 %	5.4 %	5.3 %	9.5 %

Following are descriptions of each segment:

Segment 1 (11% of sample) *Society Rebels*

- Among the least concerned of any group with cultivating good character traits
- Prefer working alone rather than being in teams
- Believe their future will be much better than their current situation
- Prefer challenges to staying in their comfort zone
- Among the most concerned of any group with finding work
- Poor students, less than 50 percent say they make mostly A's or mostly A's and B's
- Low propensity to join military, probably because they don't want the discipline and don't want to work in teams

Segment 2 (18% of sample) *High Achievers*

- Much prefer working alone rather than being in teams
- Very good students, more than 60 percent say they make mostly A's or mostly A's or B's
- Feel satisfied with their current situation and their prospects for the future
- The least concerned of any group with finding work
- Low propensity to join military, probably because they feel they are going to college either now or in the near future
- Proportionately higher concentration of young women than found in most other segments

Segment 3 (19% of sample) *Dream Weavers*

- The least concerned of any group with cultivating good character traits, being self reliant, and preparing for the future
- Prefer to work in teams rather than alone
- Believe their future will be much better than their current situation
- Prefer challenges to staying in their comfort zone
- Poor students, less than 50 percent say they make mostly A's or mostly A's and B's
- Moderate propensity to join the military
- Proportionately higher concentration of young men than found in most other segments

Segment 4 (33% of the sample) *Attention Seekers*

- The most concerned of any group with impressing family and friends
- Prefer to work in teams rather than alone
- Feel satisfied with their current situation and their prospects for the future
- Better than average students, more than 50 percent say they make mostly A's or mostly A's and B's
- Moderate propensity to join the military
- The youngest segment

Segment 5 (20% of the sample) *Aspiring Hopefuls*

- Very concerned with cultivating good character traits, preparing for the future, and being self-reliant probably because they have faced many personal struggles in the past and want to make their lives better
- Prefer to work in teams rather than alone
- Hoping their future will be much better than their current situation
- The most concerned of any group with finding work
- Poor students, less than 40 percent say they make mostly A's or mostly A's and B's
- High propensity to join the military, probably looking for a new chance at having a successful life

Regression:

To examine which items most influence propensity, an ordered probit model was developed, relating propensity with a number of demographics and attitudinal variables. Propensity consisted of four response categories: definitely, probably, probably not and definitely not. Propensity was treated as an ordered categorical variable. Other models were tested through the multinomial logit method that did not assume such order. Those models gave similar results. The ordered probit model was adopted because it was the most parsimonious one, and fitted the data as well as other models.¹¹

For the ordered probit model, about 1000 simulations were drawn of the main and ancillary parameters. Those sets of simulated parameters were then used to obtain quantities of interest, such as the probability of joining the military for different levels of the independent variables. The method used for simulations (Monte Carlo) allows for the estimation of correct confidence intervals.

Propensity was regressed on age, self-reported grade scores, birth order, active employment seekers, race/ethnicity (coded as a set of four dummy variables: Whites, Hispanic, African American, and Other). In the regression equation, Whites were treated as the base category (meaning that the coefficients for Hispanics, African Americans, and Other race/ethnic groups illustrate the differences relative to Whites).

¹¹ The Ordered Probit model allows computing the probability for each outcome given different values of the independent variable. If Y is the dependent variable (in this case, the four response categories that comprise propensity), and X is the independent variable (for illustrative purposes we reduce this example to just one independent variable), the formulas for computing the probabilities in an Ordered Probit model with four outcomes are:

$$\Pr(y_i = 1 / x_i) = \Phi(\tau_1 - \alpha - \beta x_i)$$

$$\Pr(y_i = 2 / x_i) = \Phi(\tau_2 - \alpha - \beta x_i) - \Phi(\tau_1 - \alpha - \beta x_i)$$

$$\Pr(y_i = 3 / x_i) = \Phi(\tau_3 - \alpha - \beta x_i) - \Phi(\tau_2 - \alpha - \beta x_i)$$

$$\Pr(y_i = 4 / x_i) = 1 - \Phi(\tau_3 - \alpha - \beta x_i)$$

where Φ is the c.d.f. function, and the τ 's are thresholds or cutpoint values.

The attitudinal variables were computed as the average across those items that loaded under the same factors (see the section on Factor Analysis). This procedure was used to keep the new variables in a similar scale (where 1 is strongly disagree, and 5 strongly agree).

Tables 22 and 23 show summary statistics, and the initial ordered probit estimates for the model based on propensity. The coefficients measure the impact of each independent variable on the dependent variable (propensity).

Table 22

Summary Statistics for Ordered Probit Model
Number of obs. = 1,849
LR Chi-square (14) = 458.47
Prob>Chi-square = 0.0000
Log likelihood = -1918.8367
Pseudo R ² = 0.1067

The results indicated that being *younger*, *actively looking for work*, *being a team player*, and *prefer learning* all had a positive impact on reporting a likelihood to join the military. Also, Hispanic youth were more likely to say that they will join the military when compared to Whites, African Americans, and those of Other race/ethnicity. Men were also more likely to say they will join when compared with women. Similarly, youth with lower grades were also more likely to indicate that they would join the military than youth with higher grades.

An increase in age, for example, from 15 to 21 years old, was likely to *decrease* the likelihood of a respondent saying they will “definitely” join the military by 6 percent (which could range from 4 percent to 7%). When we go from older to younger respondents, the model predicts a 6 percent *increase* in the percentage of respondents saying they would “definitely” join the military. *Actively looking for work* increases the likelihood among youth to say they would “definitely” join the military by 3 percent, and by 7 percent for those stating that they would “probably” join. *Having lower grades* also increased the likelihood to join the military consistently (3 percent for definitely and 8 percent for probably). A preference for teams among youth increased the probability of stating they will “definitely” join by 2 percent.

Prefer learning produced the largest individual positive change across all response categories. On the other hand, youth who were *satisfied with current life* were *less* likely say they would join. Notice that the actual percentage of people who mentioned that they would join the military was very low, so these changes can have an important impact on those figures. Also note the potential range of change.

Table 23

Ordered Probit Estimates						
Independent variable	Coefficient	Standard Error	Z	P > Z	Lower bound for 95% Conf. Interval	Upper bound for 95% Conf. Interval
Age	-.1589	.0155	-10.229	.000	-.1893	-.1284
Actively Looking for work (EMP4)	.3458	.0561	6.161	.000	.2358	.4558
Academic Achievement (EDU5)	.0627	.0182	3.435	.001	.0269	.0984
Birth Order (DEM1A)	.0330	.0208	1.587	0.113	-.0078	.0739
Prefers to Work Alone	-.0891	.0284	-3.142	0.002	-.1447	-.0335
Prefers Teams	.1218	.0398	3.061	0.002	.0438	.1998
Satisfied w/ Current Life	-.1145	.0282	-4.052	0.000	-.1699	-.0591
Satisfied w/ Future Life	-.0549	.0610	-0.899	0.369	-.1745	.0648
Learning Orientation	.2512	.0647	3.882	0.000	.1244	.3780
Hispanic	.2846	.0895	3.179	0.001	.1091	.4600
African American	.0250	.0839	0.298	0.765	-.1394	.1894
Other Race	.1762	.1347	1.308	0.191	-.0877	.4401
Male	.6564	.0562	11.689	0.000	.5463	.7664
Cutpoint1	-1.2050	.4238	Ancillary parameters			
Cutpoint2	-.2863	.4230				
Cutpoint3	.6766	.4254				

Table 24 shows a more detailed account of the impact of each independent variable on each of the four propensity response categories, after controlling for the impact of other variables entered in the model. A first difference measure was computed for each variable, measuring the impact on each of the four propensity response categories when the independent variable changes from a low to a high score. In the case of the attitudinal variables, this translates into a change from a score of 1 (strongly disagree) to a score of 5 (strongly agree). In the case of variables such as race/ethnicity or actively looking for work, the change was simply the presence (or absence) of such characteristic.

For each propensity response category (definitely, probably, probably not, definitely not), the first parenthesis indicates whether a change in the independent variables increases or decreases the likelihood to give that response. The single figure was the expected change. However, since there were a limited number of cases, those figures can vary. The second parenthesis shows the expected range for a 95 percent confidence interval. As one may notice, in some cases those ranges can be wide. Therefore, one should be cautious in interpreting these results.

In Table 24, the impact of each independent variable was isolated on the actual percentage of people who were likely to say they would join the military. One could also take into account a combination of these characteristics to model different profiles of youth that might be specifically targeted for recruitment. The highest potential for recruitment among youth would seem to be those with the following characteristics:

- Younger;
- Hispanic;
- Male;
- Actively looking for work;
- Lower grades in high school;
- Prefers teams;
- Enjoys challenges; and
- Low levels of satisfaction with their current lives.

The model confirmed the relationship between propensity and demographic characteristics and behaviors. It also explored some newer items that may provide additional insights for recruiting efforts. Among these items, a *preference for teamwork* and the desire to *prefer learning* (challenge themselves) stand out as perhaps the most noteworthy since these notions can be used in communication efforts.

Table 24

Individual Impact of Each Independent Variable on Propensity Expressed as Percentage Change (When Moving From Lowest to Highest Value)				
Independent variable	Definitely % Change (range)	Probably % Change (range)	Probably Not % Change (range)	Definitely Not % Change (range)
Age (15 to 21)	(-) 6 (4-7)	(-) 17 (13-20)	(-) 14 (11-17)	(+) 36 (30-42)
Actively Looking for Work	(+) 3 (2-4)	(+) 7 (5-9)	(+) 4 (3-6)	(-) 14 (9-18)
Academic Achievement (Highest to lowest grade)	(+) 3 (1-5)	(+) 8 (3-12)	(+) 4 (2-7)	(-) 15 (6-23)
Birth Order	N.S.	N.S.	N.S.	N.S.
Prefers to Work Alone (Lowest to highest score)	(-) 2 (1-4)	(-) 7 (3-11)	(-) 5 (2-9)	(+) 14 (5-23)
Prefers Teams (lowest to highest score)	(+) 2 (1-4)	(+) 9 (3-13)	(+) 8 (2-13)	(-) 19 (6-31)
Satisfied w/Current Life (Lowest to highest score)	(-) 4 (6-17)	(-) 9 (4-14)	(-) 5 (3-7)	(+) 18 (9-26)
Satisfied w/Future Life (Lowest to highest score)	N.S.	N.S.	N.S.	N.S.
Learning Orientation (Lowest to highest score)	(+) 4 (2-5)	(+) 14 (8-18)	(+) 18 (8-26)	(-) 35 (20-48)
Hispanic	(+) 3 (1-5)	(+) 6 (2-10)	(+) 3 (1-4)	(-) 11 (4-18)
African American	N.S.	N.S.	N.S.	N.S.
Other Race	N.S.	N.S.	N.S.	N.S.
Male	(+) 5 (4-6)	(+) 13 (10-15)	(+) 8 (7-10)	(-) 26 (22-30)

6. APPENDIX A SAMPLE DESIGN AND SURVEY IMPLEMENTATION

Sample Design

According to the 1990 Census, there are 87.1 million telephone households in the United States. About 70 percent of these households are directory-listed. However, each year, about 20 percent of American households move, so that 12-15 percent of the residential numbers in a typical directory would be disconnected, reducing directory-based surveys to project to only 56 million telephone households. Approximately 30 percent of telephone households in the U.S. have unlisted numbers. Samples drawn entirely from directories, and “plus-one” techniques based on directory seed numbers, often significantly under-represent unlisted households. To overcome these barriers to obtaining representative random samples, a random digit dialing (RDD) methodology was required.

For the youth poll, a sample was purchased from Survey Sampling, Inc.[®] (SSI). Survey Sampling, Inc gives a detailed description of SSI's sampling products in “Random Digit Dial Telephone Sampling Methodology.”

Creation of the Random Digit Database

SSI starts with a computer file of over 64 million directory-listed households. Using area code and exchange data regularly obtained from Bellcore and additional databases, this file of directory-listed telephone numbers was subjected to an extensive cleaning and validation process to ensure that all exchanges were currently valid, assigned to the correct area code, and fell within an appropriate set of ZIP Codes.

Each exchange was assigned to a single county. Nationally, about 72 percent of all assigned exchanges appear to fall totally within single county boundaries. For those exchanges that overlap county and/or state lines, the exchanges were assigned to the county with the highest number of listed residents within the exchange. This assignment prevented overrepresentation of these exchanges.

SSI samples are generated using a database of “working blocks.” A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, “42” is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block. SSI updates its database at approximately six-week intervals. The updates are done by geographic sections and followed the schedule below in 2001:

- Section 1: Northeast and Mid-Atlantic, January 1, 2001, June 17, 2001 and December 2, 2001
- Section 2: South, February 11, 2001, July 29, 2001
- Section 3: Midwest, March 25, 2001 and September 9, 2001
- Section 4: Northwest and West, May 6, 2001 and October 21, 2001

Sample Stratification

All SSI sample is generated using stratified sampling procedures. Stratified sampling divides the population of sampling units into sub-populations called strata. A separate sample is then selected from the sampling units in each stratum. SSI stratifies its database by county.

Prior to sample selection, the sample is allocated proportionally across all strata in the defined geography using several frame adjustment options. The sampling frame determines the way a sample is distributed across geography at the county level. SSI offers five different measurement of size (MOS) stratification frames for its random digit samples; however, total active blocks are the recommended frame for apportioning Random A samples.

The sample was distributed by county in proportion to the total active blocks (with one or more listed numbers) in the exchanges assigned to that county. Rather than being an estimate of target population, all frame units were represented with equal probability across counties. Counts of active blocks in each exchange were updated with each database update. The number of active blocks in an exchange was multiplied by 100 (the number of possible 10-digit telephone numbers in a block) to calculate the total number of possible phone numbers. The sample was allocated to each county in proportion to its share of these possible 10-digit telephone numbers.

Sample Selection

After the sample has been allocated, three methods of systematic sample selection are available.

1. *Random B* is an SSI term denoting samples of random numbers distributed across all eligible blocks in proportion to their density of listed telephone households. All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all counties in the frame, a sampling interval is calculated by summing the number of listed residential numbers in each eligible block within the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected in proportion to their density of listed households. Once a block has been selected, a two-digit number is systematically selected in the range 00-99 and is appended to the exchange and block to form a 10-digit telephone number.

2. *Random A* is an SSI term denoting samples of random numbers systematically selected with equal probability across all eligible blocks¹². All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all the counties in the frame, a sampling interval is calculated for each county by summing all the eligible blocks in the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected from each county. Once a

¹² A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, "42" is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block.

block has been selected, a two-digit random number in the range 00-99 is appended to the exchange and block, to form a 10-digit telephone number.

3. *SSI Epsem Samples* (equal probability of selection method) are single stage, equal probability samples of all possible 10-digit telephone numbers in blocks with one or more listed telephone numbers. Epsem sampling uses a *total active blocks* frame and a *Random A sampling methodology*. A sample of random numbers was systematically selected with equal probability across all blocks containing one or more listed numbers, which distributed the sample across counties in proportion to their share of total active blocks. Epsem samples have a minimum block size of 1; business numbers cannot be replaced, but can be flagged; and protecting numbers from future use is unavailable.

A Random A (modified Epsem) sample limited to two or more working blocks¹³ acquired from Survey Sampling, Inc.® (SSI) was used for Youth Poll 1. Eliminating the zero blocks and the working blocks with only one directory-listed telephone number is cost effective. Other features of the SSI sample used for this poll follow.

Random A samples are modified Epsem samples, because business numbers are eliminated. On average, a Random A sample will contain 12-15 percent business numbers. Approximately half of these numbers can be identified using the SSI Business Number Purge. SSI maintains a database of over 9 million business telephone numbers, compiled from Yellow Page directories and special directories (Standard & Poor's and industry specific directories). Once a 10-digit telephone number has been selected for a sample, the status of the number generated may be compared to SSI's list of known business numbers. If the RDD number matched a known business listing, the number was flagged as a business number. This option preserves Epsem sampling. Business numbers selected and flagged were then removed from the final sample.

Random A samples also allow the option of protecting selected numbers against reuse. In tracking surveys, the practical consideration of not calling the same sample in subsequent time frames is a benefit that may be viewed to outweigh the potential bias of not replacing numbers. People who are called frequently for surveys typically may become less willing to participate in survey work creating potential problems with non-response bias.

Virtually every SSI Random A sample was marked on the database to protect against reuse for a period of 9 months. The SSI Protection System was designed to reduce the chance of selecting the same number for multiple projects or multiple waves of a single project conducted by a single research firm or by competing research firms.

Sample Geography

Interviews were conducted in all 50 states plus the District of Columbia.

¹³ A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, "42" is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block.

Handling of Cell Phone Numbers

There were 103,830 residential and business exchanges in the United States at the time the sample for this poll was pulled. Additionally, there were 18,491 exchanges dedicated to wireless use. SSI treats these numbers as business numbers and did not include them in RDD samples.

Replicates

For this poll, sample was identified and released in replicates (representative stand-alone mini-samples). When using a replicate system, the interviewers did not need to dial the entire sample as each replicate was representative of the entire sample. All replicates loaded were dialed until exhausted. A sample record was considered “exhausted” once it had obtained a final disposition, such as disconnected, complete, or refusal, or once the maximum number of attempts had been made on the sample.

Quotas and Thresholds

Because of the speed in which polls are conducted and the rate in which surveys are completed, it is often necessary to set quotas, or the minimum number of completed surveys, for each area. This is done to help ensure a representative sample is obtained. Therefore, soft quotas (a target for the minimum number of surveys to be completed) were placed on each region. Additionally, soft quotas were placed on sex, race/ethnicity, and education.

To increase the likelihood of reaching respondents, interviews were conducted during the evening and weekend hours. This meant interviewing took place over a slightly longer time frame. Therefore, the following “guides” for each region were set in place:

New England (5.08%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (18.76%)	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (19.25%)	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (6.06%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (24.14%)	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (8.5%)	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (5.27%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (12.86%)	California, Oregon, Washington, Hawaii and Alaska

Soft or flexible quotas were placed on sex, with approximately half the interviews being with males and half with females. Soft quotas were placed on race/ethnicity using responses to the following questions:

- Ethnicity: Do you consider yourself to be of Hispanic, Latino or Spanish origin?
Race: Do you consider yourself to be (1) White or Caucasian, (2) Black or African American, (3) American Indian or Alaska Native, (4) Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese), (5) Native Hawaiian or Other Pacific Islander or (6) Multi Race?

Soft quotas were also placed on education. The targets were for approximately one-third of the respondents to be in high school or less, one-third to be full-time students in college or other postsecondary education programs, and one-third not to be in school.

Survey Implementation

Screening

Each household was screened for youth who met the following criteria:

- Was at least 15 years old, and less than 22 years old;
- Was a United States citizen;
- Had never served in the US Armed Forces and was not, at the time of the interview, accepted for such Service (Service includes the active and Reserve components of the US Army, Navy, Air Force, Marine Corps and Coast Guard; and
- Was not enrolled in postsecondary Reserve Officer's Training Corps (ROTC) programs.

If there were individuals in the household that met the criteria but were away at college (living in a dormitory, fraternity house or student housing), their telephone numbers and names were requested.

Polling identifies all eligible respondents in the household and resolves the selection on the initial screen call. If there was more than one person in the household who met those criteria, the respondent in the household between the ages of 15 and 21 with the most recent birthday prior to the interview date was selected. If that individual was away at college (living in a dormitory, fraternity house or temporary housing), his/her telephone number and name was requested and placed in the callback queue. There was no *within-household* substitution of the designated respondent, even if the designated respondent did not qualify for the interview (e.g., is currently in the military, etc.).

Callback Procedure

A maximum of nine callbacks attempts were used after the initial call. If a household was not reached after ten calls, another randomly selected household was substituted.

The procedures for dialing 10 attempts per record were as follows:

Within three to four days of loading a replicate, all sample records were dialed one time. The only records that had a second or higher attempt made on them before a first attempt was on all new replicate records were the “definite” or “indefinite” appointments and busy lines. “Definite” and “indefinite” appointments mean that the respondent either gave an interviewer a specific time to call or a general time to call. Busy line records were dialed again at a default time of 20 minutes later and only after this follow up try did it count as 1 attempt.

All sample records that were not assigned a final disposition or set as appointments went into a general sample queue and were released by the following algorithm:

$$W = \frac{(\text{last day} - \text{now})}{(X - (\text{times tried} - 1))}$$

X - This number was 10 due to the number of times sample records were attempted.

This provided an acceptable window (W) where the next appointment was scheduled. The following formula was then applied:

$$\begin{aligned} r &= \text{rand}() / W \\ \text{appt_t} &= (\text{now} + r) * 60 \end{aligned}$$

The rand () function returned a multiplicative random number, which had been seeded by the number of seconds elapsed since January 1st, 1970. This was then taken by modulus W to get a random daypart within the window.

The result was taken and added to the current time. A unit conversion was then performed to get appt_t in terms of seconds. This result was checked against a list of valid appointment times for weekdays, Saturday, and Sunday. If the record fell within the accepted dayparts for these days, the record was still dialed; otherwise, the formula was applied until numbers were released.

Depending upon sample type for attempts 8-10, those records were moved into a special dialing queue, which were then released at the specified extended respondent dialing times. Sample records that had reached the maximum 10 attempts were moved to an inactive queue where they were not accessible to the interviewers.

Refusal Conversion

An active program of refusal conversion was used. All initial refusals were put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three call backs, conducted at different times and days, were made. If a household was not reached after three calls or if a second refusal occurs, a “hard” refusal was recorded on the final disposition. Approximately 10 percent of the competed interviews came from refusal conversions.

APPENDIX B

YOUTH POLL ONE INTERVIEW QUESTIONNAIRE

PROJECTED TIME: 25 MINUTES 3-22/2001 12:22 p.m. (MT)

- Objective: The objective of this research will be to conduct regular quantitative polling among the youth audience. Each poll will assess and track propensity, employment and education status. The poll will also be tailored to include questions on current events or topical areas of interest. Wirthlin Worldwide will conduct telephone interviews with youth three times per year -- in March, June and November.
- Target Audience/Screening: Each household will be screened for youth who meet the following criteria:
- Are at least 15 years old, and less than 22 years old;
 - Are United States citizens;
 - Have never served in the US Armed Forces and are not, at the time of the interview, accepted for such Service (Service includes the active and Reserve components of the US Army, Navy, Marine Corps, Air Force, and Coast Guard; and
 - Are not enrolled in postsecondary reserve officer's training corps (ROTC) programs.
- If there is an individual in the household who meets the criteria but is away at college (living in a dormitory, fraternity house or student housing), we will ask for the telephone number.
- If there is more than one person in the household that meets those criteria we will select the respondent in the household between the ages of 15 and 21 with the most recent birthday prior to the interview date. If that individual is away at college (living in a dormitory, fraternity house or temporary housing) we will ask for the telephone number and name of the youth and place that number in the callback queue. There will be no within household substitution of the designated respondent, even if the designated respondent does not qualify for the interview (e.g., is not currently in the military, etc.).
- Field Dates: Pre-test March 20-21, 2001
Launch study on March 22, 2001
Complete interviewing on April 21, 2001
- Length: This interview should last approximately 25 minutes.
- Geography: 100% United States - including Alaska, Hawaii and the District of Columbia
- Sample Size: N=2,000
- Quotas: GENDER: Half (1,000) men, half (1,000) women
- RACE/ETHNICITY: Thresholds:
- | | |
|-----|--|
| 78% | White |
| 15% | Black or African-American |
| 1% | American Indian or Alaskan Native |
| 4% | Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
AND Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro) |
| 2% | Multi Race |
| 14% | Hispanic, Latino or Spanish |
- EDUCATION: Soft quotas on education
- approximately one-third should be in high school or less (EDU2 = 1, 2, 3, 4, 5 or 6)
 - approximately one-third should be full-time students in college or other postsecondary education programs (EDU2 = 7-20)
 - approximately one-third should not be in school (EDU1=2)

APPENDIX B

REGION: Soft quotas on 8-point geo-code

New England (5.08%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (18.76%)	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (19.25%)	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (6.06%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (24.14%)	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (8.5%)	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (5.27%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (12.86%)	California, Oregon, Washington, Hawaii and Alaska

Sample:

Random A sample, with minimum of two working blocks. All samples will be screened for business numbers.

Dialing Procedures:

Interviews will be conducted during the evening and weekend hours. The fieldwork will take place from our in-house telephone centers located in Orem, Utah and Grand Rapids, MI and will utilize computer assisted telephone interviewing (CATI).

Callback Procedures:

Plan an initial call and maximum of nine callbacks. If a household is not reached after ten calls, we will substitute another randomly selected household. Callbacks will be scheduled on different days, different times of the day and in different weeks.

Refusal Conversion:

All initial refusals are put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three call backs, conducted at different times and days, will be made. If a household is not reached after three calls or if a second refusal occurs, a "hard" refusal will be recorded on the final disposition. Experience shows that between 10% and 14% of the completed interviews will come from refusal conversions.

Pre-test:

We will conduct a pre-test of the survey instrument on March 20-21, 2001 in our Orem, Utah telephone facility. We will conduct 30 interviews. If the pretest interviews go smoothly and no revisions are made to the questionnaire, they are included in the final data set.

Sample Mgt & Replicates:

We will release sample in replicates. All replicates will be dialed until exhausted and then closed out. Once a replicate has been loaded, it must be dialed all the way through before the study can finish. A sample record is considered exhausted once it has obtained a final disposition. This means that we must continue to dial and conduct interviews even if we have hit 2,000 completes - we must dial through the entire replicate. So we don't end up with too many extra completes, we will load smaller replicates toward the end of the interview cycle. **NO NEW REPLICATE IS TO BE LOADED WITHOUT THE APPROVAL OF BETH STRACKBEIN OR KHALID SATTAR.** Beth can be reached during work hours at (703) 506-0001 and during non-work hours at (703) 836-2112 (home) or 703-587-8856 (cell). Khalid can be reached during work and non-work hours at (212) 662-6124.

APPENDIX B

SCREENER AND INTRODUCTION

6.5 QUESTION POINTS, 2.2 MINUTES

[NOTE TO INTERVIEWER: BE PREPARED FOR PARENTS TO ASK YOU WHEN YOU ARE SCREENING OR TO PICK UP THE PHONE DURING THE INTERVIEW TO ASK YOU WHO YOU ARE AND WHAT YOU ARE ASKING THEIR KIDS. WE WILL HAVE A PRINTED SHEET WITH A SCRIPTED ANSWER - YOU SHOULD KEEP THIS AT YOUR STATION]

SCRIPT IF PARENT WANTS TO KNOW MORE INFORMATION OR INTERRUPTS DURING THE INTERVIEW.

My name is _____ of Wirthlin Worldwide, a national independent research firm. I am calling for a study that is being conducted for the United States Government and am interested in speaking with your [son/daughter] about [his/her] opinions about being a young adult today and thoughts about potential careers. This study is very important, as it will be used in reports to Congress and in the development of important policy decisions. We are not trying to sell anything - we are only interested in [his/her] opinions. We also will hold [his/her] answers in the strictest of confidence - in no way will [he/she] ever be identified as a participant in this study. Furthermore, all information provided is protected under the Privacy Act of 1974. Would it be okay to talk to [him/her] about these issues?

IF PARENT WANTS TO KNOW MORE:

The survey contains questions about current education and employment status. There are questions dealing with their future plans - in particular after high school or college. The survey continues with questions related to teamwork, the process of decision making, satisfaction, peer pressure, goal orientations, attitudes toward the job environment and finally some demographics.

IF PARENT WANTS TO STAY ON THE PHONE WHILE THE SURVEY IS BEING CONDUCTED:
I am more than happy to have you listen in on this interview, but I need to stress that the answers have to be directly from the designated respondent and not you. If you have questions along the way I will be more than happy to answer them, but please refrain from answering my questions for your child.

IF THE PARENT WANTS TO CONTACT SOMEONE:

If you have any questions about the questionnaire, the confidentiality issue, or about the validity of the study and the government's involvement, please call Beth Strackbein of Wirthlin Worldwide, at (703) 556-0001.

APPENDIX B

1INTRO1 Hello, I'm _____ of Wirthlin Worldwide, a national, independent research firm and I am calling for a study that is being conducted for the United States Government. We are interested in speaking with people between the ages of 15 and 21. Does your household include individuals between the ages of 15 and 21 who either live in the household or are away temporarily or living at school in a dormitory, fraternity or sorority house?

- 1 Yes
- 2 No

IF INTRO1=1, ASK S1, ELSE THANK AND TERMINATE

S1. How many individuals are there in your household between the ages of 15 and 21 who either live in the household or are away temporarily or living at school in a dormitory, fraternity or sorority house?

RECORD ANSWER

99 DK/REF [THANK AND TERMINATE]

IF S1 = 0, THANK AND TERMINATE

IF S1 > 0, ASK S2

S2. We are conducting this study to find out the opinions and career paths of young adults and we would like to have the responses of the person between the ages of 15 and 21 who has had the most recent birthday. Could I please speak with that person? [INTERVIEWER: IF THE ANSWER IS NO, CLARIFY WHY]

- 1 Yes
- 2 No, respondent isn't available but resides in the household (i.e., not home)
- 3 No, respondent isn't available because they are temporarily away or living at school in a dormitory, fraternity or sorority house
- 4 No, respondent won't allow you to talk with them

IF S2=1, WAIT UNTIL RESPONDENT GETS ON THE PHONE AND READ INTRO2.

IF S2=2, ARRANGE CALLBACK

IF S2=3, ASK S4

IF S2=4, THANK AND TERMINATE

S4. We are conducting this study to find out the opinions and career paths of young adults and we would like to have the responses of the person who is away. Could I please have their first name and telephone number with area code?

- 1 Yes
- 2 No

IF S4=1, RECORD NAME AND NUMBER AND THEN THANK. PLACE NEW NAME AND NUMBER IN CALLBACK QUEUE.

IF S4=2, THANK AND TERMINATE

WHEN RESPONDENT BETWEEN THE AGES OF 15 AND 21 WITH THE MOST RECENT BIRTHDAY IS ON THE PHONE READ INTRO2

APPENDIX B

INTRO2 Hello, I'm _____ of Wirthlin Worldwide, a national, independent research firm. We are conducting a study to find out more about the opinions and career plans of young adults. The study is being conducted for the Department of Defense. Results of this study will be used in reports to Congress, and in the development of important policy decisions. For quality purposes my supervisor may monitor this call. **(DO NOT PAUSE)**

All information you provide is protected under the Privacy Act of 1974. Your identity will not be released for any reason and your participation is voluntary. You are entitled to a copy of the Privacy Act Statement. Would you like a copy of this statement?

- 1 Yes, RECORD MAILING ADDRESS
- 2 No
- 99 DK/REF

S5. Just to confirm, what is your gender?

- 1 Male
- 2 Female

[ASK EVERYONE]

S10. Are you a United States Citizen?

- 1 YES
- 2 NO
- 99 DK/REF

S6. What is your date of birth? [ENTER IN SIX DIGIT FORMAT MM/DD/YY]

RECORD MONTH/DAY/YEAR

IF AGE IS NOT BETWEEN 15-21 VERIFY BIRTH DATE ASK S2

IF AGE IS BETWEEN 15 AND 21, ASK S7

S7. Have you ever been in the military, or are you in a delayed entry program (DEP), college ROTC, or one of the service academies? [MILITARY SERVICE INCLUDES ALL BRANCHES (FULL-TIME OR AS RESERVIST, NATIONAL GUARD), SERVICE ACADEMIES OR COLLEGE (NOT H.S.) ROTC. ALSO ENTER 'YES' IF ACCEPTED INTO SERVICE AND WAITING TO BEGIN.]

- 1 Yes
- 2 No
- 99 DK/REF

IF S7=2, ASK S8, ELSE THANK AND TERMINATE

S8. Do you consider yourself to be of Hispanic, Latino or Spanish origin?

- 1 Yes, Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.
- 2 No
- 99 DK/REF

APPENDIX B

S9. What is your race? (ACCEPT SINGLE MENTION ONLY to indicate what the respondent considers himself or herself to be). [NOTE: If respondent says "Don't Know" or doesn't mention a punch below, SAY: "Which of the following race categories do you most closely identify with?" [READ LIST 1-5]] [IF RESPONDENT MENTIONS 2 OR MORE RACES, THEN ENTER THEM AS PUNCH 6. IF RESPONDENT SAYS SOMETHING LIKE "I AM BLACK AND HISPANIC", DO NOT ENTER THEM AS MULTI RACE. INSTEAD EXPLAN THAT HISPANIC IS AN ETHNICITY AND NOT A RACE AND THEN RE-ASK THE QUESTION.]

- 1 White or Caucasian
- 2 Black or African-American
- 3 American Indian or Alaskan Native
- 4 Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- 5 Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
- 6 Multi Race [ASK QS9A] [DO NOT READ]
- 99 REF [THANK AND TERMINATE]

[ASK QS9A IF QS9=6]

S9A. [IF NEEDED: You just told me that you were multi-racial, will you tell me again what those races are?] (ACCEPT MULTIPLE RESPONSES to indicate what the respondent considers himself or herself to be).

- 1 White or Caucasian
- 2 Black or African-American
- 3 American Indian or Alaskan Native
- 4 Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- 5 Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
- 99 DK/REF

APPENDIX B

EDUCATION

3.2 QUESTION POINTS, 1.1 MINUTES

IF S10=1, ASK EDU1, ELSE THANK AND TERMINATE *[IF RESPONDENT IS A US CITIZEN]*

EDU1. I'd like to ask you about your schooling. Are you currently enrolled in school or a training program?

- 1 Yes
- 2 No
- 99 DK/REF

IF QEDU1=1, ASK QEDU2 *[IF RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL]*

EDU2. What grade or year of school are you in? [DO NOT READ, ACCEPT SINGLE RESPONSE] [IF RESPONDENT ANSWERS IN A GENERAL SENSE, FOR INSTANCE "COLLEGE" MAKE SURE YOU CLARIFY WHICH TYPE OF COLLEGE AND WHICH YEAR]

- 1 Less than 8th Grade
- 2 8th Grade
- 3 9th Grade - High School
- 4 10th Grade - High School
- 5 11th Grade - High School
- 6 12th Grade - High School
- 7 1st Year College or University (Freshman)
- 8 2nd Year College or University (Sophomore)
- 9 3rd Year College or University (Junior)
- 10 4th Year College or University (Senior)
- 11 5th Year College or University
- 12 1st Year Graduate or Professional School
- 13 2nd Year Graduate or Professional School (MA/MS)
- 14 3rd Year Graduate or Professional School
- 15 More than 3 Years Graduate or Professional (Ph.D.)
- 16 1st Year Junior or Community College
- 17 2nd Year Junior or Community College (AA/AS)
- 18 1st Year Vocational, Business or Trade School
- 19 2nd Year Vocational, Business or Trade School
- 20 More than 2 Years Vocational, Business or Trade School
- 99 DK/REF

APPENDIX B

IF QEDU1=2 or 99, ASK QEDU3 *[IF RESPONDENT IS NOT CURRENTLY ENROLLED IN SCHOOL]*

EDU3. What is the highest grade you have completed and received credit for? [IF RESPONDENT ANSWERS IN A GENERAL SENSE, FOR INSTANCE "I GRADUATED FROM COLLEGE" MAKE SURE YOU CLARIFY HOW MANY YEARS THEY WERE THERE AND WHAT TYPE OF COLLEGE THEY ATTENDED - FOUR YEAR, TWO YEAR, GRADUATE, ETC.]

- 1 Less than 8th Grade
- 2 8th Grade
- 3 9th Grade - High School
- 4 10th Grade - High School
- 5 11th Grade - High School
- 6 12th Grade - High School
- 7 1st Year College or University (Freshman)
- 8 2nd Year College or University (Sophomore)
- 9 3rd Year College or University (Junior)
- 10 4th Year College or University (Senior)
- 11 5th Year College or University
- 12 1st Year Graduate or Professional School
- 13 2nd Year Graduate or Professional School (MA/MS)
- 14 3rd Year Graduate or Professional School
- 15 More than 3 Years Graduate or Professional (Ph.D.)
- 16 1st Year Junior or Community College
- 17 2nd Year Junior or Community College (AA/AS)
- 18 1st Year Vocational, Business or Trade School
- 19 2nd Year Vocational, Business or Trade School
- 20 More than 2 Years Vocational, Business or Trade School
- 99 DK/REF

IF EDU2 OR EDU3 =1, 2, 3, 4, 5, 6, or 99, ASK QEDU4 *[IF RESPONDENT IS IN LESS THAN 8TH, 8TH, 9TH, 10TH, 11TH OR 12TH GRADE - OR DOESN'T KNOW]*

EDU4. Are you being home-schooled?

- 1 YES
- 2 NO
- 3 DK/REF

APPENDIX B

ASK ALL

EDU5. What grades do you or did you usually get in high school? [READ RESPONSE CATEGORIES 1-7]. [IF RESPONDENT NEEDS CLARIFICATION, READ THEM THE NUMERICAL AVERAGES, OTHERWISE JUST READ THE LETTER GRADES]

- 1 Mostly A's (Numerical average of 90-100)
- 2 Mostly A's and B's (85-89)
- 3 Mostly B's (80-84)
- 4 Mostly B's and C's (75-79)
- 5 Mostly C's (70-74)
- 6 Mostly C's and D's (65-69)
- 7 Mostly D's and lower (64 and below)
- 8 Never in high school
- 99 DK/REF

APPENDIX B

DEMOGRAPHIC – EMPLOYMENT STATUS

4 QUESTION POINTS, 1.3 MINUTES

EMP1. Now, I'd like to ask you about your employment status. Are you currently employed either full or part time?

- 1 Yes
- 2 No
- 99 DK/REF

IF QEMP1=1 THEN ASK QEMP2 *[IF RESPONDENT IS CURRENTLY EMPLOYED]*

EMP2. How many hours per week in total do you work at your job?

RECORD RESPONSE
99 DK/REF

IF QEMP1=2 OR 99, ASK QEMP3 *[IF RESPONDENT IS NOT CURRENTLY EMPLOYED]*

EMP3. When did you last work for pay at a regular job or business, either full or part time? Would you say [READ 1-4]?

- 1 Within the Past 12 Months
- 2 Between 1 and 2 Years Ago
- 3 More than 2 Years Ago
- 4 Never Worked
- 99 DK/REF

EMP4. Are you actively looking for work now?

- 1 Yes
- 2 No
- 99 DK/REF

EMP5. How difficult is it for someone your age to get a full-time job in your community? Is it...[READ 1-4]

- 1 Almost Impossible
- 2 Very Difficult
- 3 Somewhat Difficult
- 4 Not Difficult at All
- 99 DK/REF

APPENDIX B

FUTURE PLANS AND PROPENSITY

12 QUESTION POINTS, 4 MINUTES

FPP1. Next, I'd like to ask you now about your plans for the future. What do you think you might be doing [INSERT BASED ON RESPONSE TO EDU1 /*CURRENTLY ENROLLED IN SCHOOL OR TRAINING PROGRAM*] AND EDU2 /*WHAT GRADE OR YEAR OF SCHOOL ARE YOU IN*] AS FOLLOWS:[DO NOT READ LIST] [ACCEPT MULTIPLE RESPONSES] [PROBE UNTIL UNPRODUCTIVE] [PUNCH 5, 8 & 99 MUST BE SINGLE PUNCH]

IF EDU2 = 3, 4, 5 OR 6 /*RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL AND IS IN HIGH SCHOOL*/ INSERT "once you finish high school?"

IF EDU2 = 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 OR 20 /*RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL AND IS IN COLLEGE, GRADUATE, JUNIOR/COMMUNITY OR VOCATIONAL SCHOOL*/ INSERT "once you finish college?"

IF EDU2 = 1 OR 2 OR IF EDU1 = 2 OR 99 /*RESPONDENT IS NOT CURRENTLY ENROLLED IN SCHOOL OR IS IN 8TH GRADE OR LESS*/ INSERT "in the next few years?"

- 1 Going to school full-time
- 2 Going to school part-time
- 3 Working full-time
- 4 Working part-time
- 5 Doing nothing
- 6 Joining the Military/Service
- 7 Staying at Home
- 8 Undecided / Have not decided yet
- 9 Other, Specify _____
- 99 DK/REF

IF FPP1=6 ASK FPP2 /*IF RESPONDENT SAYS THEY ARE GOING TO MILITARY*

FPP2. You said you might be joining the military. Which branch of the service would that be? [DO NOT READ ANSWER CATEGORIES - FIT RESPONSE TO PRE-CODED ANSWERS.]

[IF RESPONDENT MENTIONS MORE THAN ONE BRANCH, PROBE: *Which branch are you most likely to join?*

IF RESPONDENT MENTIONS *NATIONAL GUARD*, CLARIFY WHETHER THAT IS **ARMY NATIONAL GUARD** OR **AIR NATIONAL GUARD** IF **ARMY NATIONAL GUARD**, CODE AS **ARMY**, IF **AIR NATIONAL GUARD**, CODE AS **AIR FORCE**.

IF RESPONDENT MENTIONS **THUNDERBIRD** OR **STEALTH FORCE**, CODE AS **AIR FORCE**. IF THEY MENTION **GOLDEN KNIGHTS** OR **GREEN BERET**, CODE AS **ARMY**.

IF THEY MENTION **SEALS**, **BLUE ANGELS** OR **SUBMARINERS**, CODE AS **NAVY**.]

- 1 Air Force
- 2 Army
- 3 Coast Guard
- 4 Marine Corps
- 5 Navy
- 99 DK/REF

APPENDIX B

IF FPP2 = 1 OR 2 *[IF RESPONDENT SAYS THEY ARE INTERESTED IN JOINING THE AIR FORCE OR ARMY]*

FPP3A. Which type of service would that be? Would it be... [READ 1-3]?

- 1 Active Duty
- 2 The Reserves
- 3 The National Guard
- 99 DK/REF

IF FPP2 = 3, 4 OR 5 *[IF RESPONDENT SAYS THEY ARE INTERESTED IN JOINING THE COAST GUARD, MARINE CORPS OR NAVY]*

FPP3B. Which type of service would that be? Would it be... [READ 1-2]?

- 1 Active Duty
- 2 The Reserves
- 99 DK/REF

IF FPP1=3 OR 4 ASK FPP4 *[IF RESPONDENT SAYS THEY ARE WORKING]*

FPP4. You said you might be working. What type of job would you have? Would it be a temporary job while you finish school or training, any job you can get to support yourself, or a job that could begin a long-term career?

- 1 Temporary job while you finish school or training
- 2 Any job you can get to support yourself
- 3 Job that could begin a long-term career
- 99 DK/REF

IF FPP1=1 OR 2 ASK FPP5 *[IF RESPONDENT SAYS THEY ARE GOING TO SCHOOL]*

FPP5. What kind of school or college would you like to attend? [READ 1-5]

- 1 High School
- 2 Vocational, Business or Trade School
- 3 2-Year Junior or Community College
- 4 4-Year College or University
- 5 Graduate or Professional School
- 99 DK/REF

IF EDU2 = 5 OR 6 OR EDU3 = 5 OR 6 ASK FPP6 *[IF RESPONDENT IS IN THE 11TH OR 12TH GRADE]*

FPP6. Have you taken a college entrance examination such as the PSAT, the SAT or the ACT?

- 1 Yes
- 2 No
- 99 DK/REF

IF FPP6=2 or 99, ASK FPP7 *[IF RESPONDENT HASN'T TAKEN COLLEGE ENTRANCE EXAM]*

FPP7. Do you plan to take a college entrance examination?

- 1 Yes
- 2 No
- 99 DK/REF

APPENDIX B

[ASK EVERYONE]

FPP8. What is the highest grade or year of school or college that you would eventually like to complete?
[If Respondent answers in a general sense, such as "finish college" then clarify TYPE and YEAR
of school.] [DO NOT READ LIST]

- 1 8th Grade
- 2 9th Grade
- 3 10th Grade
- 4 11th Grade
- 5 12th Grade (High School Diploma)
- 6 1st Year College/Junior or Community College/Vocational, Business or Trade School
(Freshman)
- 7 2nd Year College/Junior or Community College/Vocational, Business or Trade School
(Sophomore)
- 8 3rd Year of Four-Year College (Junior)
- 9 4th Year of Four-Year College (Senior) or Bachelor's Degree (BA/BS)
- 10 5th Year of College
- 11 1st Year Graduate or Professional School
- 12 2nd Year Graduate or Professional School or Master's Degree (MA/MS)
- 13 3rd Year Graduate or Professional School
- 14 More than 3 Years Graduate or Professional School or Doctorate (Ph.D.)
- 99 DK/REF

FPP9. Now, I'd like to ask you how likely it is that you will be serving in the military in the next few years? Would you say...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

INSERT BLANK SCREEN

FPP10. How likely is it that you will be serving on active duty in the [RANDOMIZE AND READ A-E]?
Would you say... [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4] ?

- A Coast Guard
- B Army
- C Air Force
- D Marine Corps
- E Navy

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

APPENDIX B

NOTE TO CATI TECH: ROTATE FIRST/SECOND FPP11/11A AND FPP12/12A

FPP11. How likely is it that you will be serving in the National Guard? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

IF FPP11 = 1 OR 2, ASK FPP11A**IF FPP11 = 3, 4 OR 99 AND FPP12 HAS ALREADY BEEN ASKED, ASK FPP13**

FPP11A. Would that be the... [RANDOMIZE AND READ 1-2]?

- 1 Air National Guard
- 2 Army National Guard
- 99 DK/REF

FPP12. How likely is it that you will be serving in the Reserves? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

IF FPP12 = 1 OR 2, ASK FPP12A**IF FPP12 = 3, 4 OR 99 AND FPP11 HAS ALREADY BEEN ASKED, ASK FPP13**

FPP12A. Would that be the... [RANDOMIZE AND READ 1-5]?

- 1 Air Force Reserve
- 2 The Army Reserve
- 3 The Coast Guard Reserve
- 4 The Marine Corps Reserve
- 5 The Naval Reserve
- 99 DK/REF

FPP13. How likely is it that you will be serving in the [RANDOMLY INSERT EITHER THE ANSWER FROM FPP11A OR FPP12A (EXCLUDING DK/REF)]? Would that be [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]?

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

APPENDIX B

IF TWO OR MORE OF ANY ACTIVE, RESERVE, GUARD SERVICES ARE ANSWERED “DEFINITELY” OR “PROBABLY” IN QUESTIONS FPP10, FPP11 OR FPP12, ASK FPP14

FPP14. You mentioned you might serve in more than one military service. Which service are you most likely to serve in? [DO NOT READ ANSWER CATEGORIES, FIT RESPONSE TO PRE-CODE - ACCEPT SINGLE RESPONSE] [INTERVIEWER NOTE: IF ANSWER IS GENERAL, PLEASE CLARIFY IF ACTIVE DUTY, RESERVES OR GUARD.]

- 1 Air Force
- 2 Army
- 3 Coast Guard
- 4 Marine Corps
- 5 Navy
- 6 Air National Guard
- 7 Army National Guard
- 8 Air Force Reserve
- 9 Army Reserve
- 10 Coast Guard Reserve
- 11 Marine Corps Reserve
- 12 Naval Reserve
- 99 DK/REF

[ASK ALL]

FPP15. Before we talked today, had you ever considered the possibility of joining the military? Would you say you...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ ANSWERS 1-3]

- 1 Never Thought About It
- 2 Gave It Some Consideration
- 3 Gave It Serious Consideration
- 99 DK/REF

APPENDIX B

IMPRESSIONS OF THE MILITARY

7 QUESTION POINTS, 2.3 MINUTES

- KWG1. Thinking about all that you know about the United States military, where would you say you get the majority of your impressions about life in the military? [DO NOT READ, FIT RESPONSE TO PRE-CODE OR RECORD IN OTHER SPECIFY] [ACCEPT MULTIPLE RESPONSE – RECORD ORDER OF MENTION] [IF RESPONDENT IS VAGUE - PROBE FOR RELATIONSHIP.] [PROBE UNTIL UNPRODUCTIVE]

FAMILY

- 1 Father
- 2 Mother
- 3 Brother(s)
- 4 Sister(s)
- 5 Uncle(s)
- 6 Aunt(s)
- 7 Grandparent(s)
- 8 Cousin(s)
- 9 Spouse

FRIEND/ACQUAINTANCE

- 10 Friend - same generation
- 11 Friend - older generation (10+ years older)
- 12 Girlfriend/Boyfriend
- 13 Teacher/Counselor/Coach
- 14 Co-worker/Employer

MEDIA

- 15 Advertisements/Commercials
- 16 Things you've read
- 17 Movies/Television

- 18 Other, specify _____

- 99 DK/REF

- KWG2. Has your [INSERT EACH RESPONSE FROM KWG1 AND REPEAT UNTIL FINISHED - DO NOT INSERT PUNCHES 15, 16, 17, 18 OR 99] ever been in the military?

- 1 Yes
- 2 No
- 99 DK/REF

APPENDIX B

KWG3. Within the last year, have you discussed the possibility of your serving in the military with anyone other than a military recruiter?

- 1 Yes
- 2 No
- 99 DK/REF

IF KWG3=1, ASK KWG4

KWG4. Who did you discuss this with? [DO NOT READ, FIT RESPONSE TO PRE-CODE OR RECORD IN OTHER SPECIFY] [ACCEPT MULTIPLE RESPONSE – RECORD ORDER OF MENTION] [PROBE UNTIL UNPRODUCTIVE]

FAMILY

- 1 Father
- 2 Mother
- 3 Brother(s)
- 4 Sister(s)
- 5 Uncle(s)
- 6 Aunt(s)
- 7 Grandparent(s)
- 8 Cousin(s)
- 9 Spouse

FRIEND/ACQUAINTANCE

- 10 Friend - same generation
- 11 Friend - older generation (10+ years older)
- 12 Girlfriend/Boyfriend
- 13 Teacher/Counselor/Coach
- 14 Co-worker/Employer
- 15 Other Friend/Acquaintance, specify _____
- 99 DK/REF

KWG5. Overall, what would you say is your general impression of the Military? [ROTATE BOTTOM TO TOP, TOP TO BOTTOM AND READ ANSWER CATEGORIES 1-5]

- 1 Very positive
- 2 Somewhat positive
- 3 Neutral
- 4 Somewhat Negative
- 5 Very Negative
- 99 DK/REF

APPENDIX B

TEAM ORIENTATION

7 QUESTION POINTS, 2.3 MINUTES

TEAM1. I want you to think about how you generally work when you are in team situations versus when you are working alone. Would you say that you push yourself more when working on a team, or when working as an individual?

- 1 Push myself more working when working individually
- 2 Push myself just as hard on a team as I do working alone [DO NOT READ]
- 3 Push myself more working on teams
- 99 DK/REF

TEAM2. I am now going to read you some statements about working in groups. For each statement, please tell me whether you agree or disagree. The [FIRST/NEXT] is [RANDOMIZE AND READ A-I]. Do you agree or disagree with that statement. [PAUSE, THEN ASK] And is that strongly or somewhat?

- 1 Strongly Agree
- 2 Somewhat Agree
- 3 Neither Agree or Disagree [DO NOT READ]
- 4 Somewhat Disagree
- 5 Strongly Disagree
- 99 DK/REF

- A. All else being equal, teams are more productive than the same people would be working alone.
- B. I'm more comfortable working by myself than with others.
- C. If given a choice, I'd choose to work in a team rather than by myself.
- D. Working in groups is helpful because there are more opinions on how to do things than there are when working alone.
- E. I generally prefer to work alone than with others.
- F. It is easier for me to learn new information by working closely with team members than by myself.
- G. I find that things can get accomplished faster when working in groups.
- H. I like working in groups.
- I. I usually get more out of a project by working alone, rather than working with others.

APPENDIX B

DECISION MAKING

8 QUESTION POINTS, 2.6 MINUTES

DECS1. Now I want to talk about how you make decisions. I am going to provide you a list of decisions you may have made and I would like for you to tell me who you made that decision with. Even if you have not made these decisions, tell me if you, your parents or guardians, you and your parents or guardians or you and your friends would typically make this decision. The [FIRST/NEXT] decision is [RANDOMIZE AND READ A-D]

- 1 I make that decision
- 2 My parents or guardians make that decision
- 3 I make that decision with parents or guardians
- 4 I make that decision with friends
- 99 DK/REF

- A. What you should do with your leisure time, when you are not in school
- B. What courses to take in school
- C. What to do after high school
- D. How you should prepare for a career

DECS2. Now I want you to think in general about decisions like those we just discussed. When you are making those types of decisions, how involved are your parents or the people who fill that role for you, such as a grandparent or a guardian? Would you say they are [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]?

- 1 Extremely involved
- 2 Very involved
- 3 Somewhat involved
- 4 Not involved at all
- 99 DK/REF

DECS3. Do you ask them for their opinion?

- 1 Yes
- 2 No
- 99 DK/REF

DECS4. When the decision is made, to what extent do your parents or guardians approve of that decision? Would you say they [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-3].

- 1 Very much approve
- 2 Approve somewhat
- 3 Do not approve at all
- 99 DK/REF

APPENDIX B

DECS5. Who would you say has the final say in the decision? Is it you, your parents or guardians or is it a joint decision?

- 1 The respondent
- 2 Their parents or guardians
- 3 A joint decision
- 99 DK/REF

DECS6. Which statement most describes the number of options you would consider when making these types of decisions. [RANDOMIZE AND READ 1-3]. [ACCEPT SINGLE ANSWER ONLY]

- 1 I consider only one option
- 2 I consider two or three basic options
- 3 I consider quite a lot of different options
- 99 DK/REF

LIFE SATISFACTION	6 QUESTION POINTS, 2 MINUTES
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LSAT1. I am now going to read you some general statements about how you currently feel and how you expect your future to be. For each statement, please tell me whether you agree or disagree. The [FIRST/NEXT] is [RANDOMIZE AND READ A-J]. Do you agree or disagree with that statement. [PAUSE, THEN ASK] And is that strongly or somewhat?

- 1 Strongly Agree
- 2 Somewhat Agree
- 3 Neither Agree or Disagree [DO NOT READ]
- 4 Somewhat Disagree
- 5 Strongly Disagree
- 99 DK/REF

- A. I would change nothing about my current life.
- B. I am satisfied with my current life.
- C. My current life is ideal for me.
- D. The current conditions of my life are excellent.
- E. I have the important things I want right now.
- F. I will be satisfied with my life in the future.
- G. I expect I will be successful in the future.
- H. The conditions of my future life will be excellent.
- I. I will have the important things I want in the future.
- J. I will be making important contributions in the future.

APPENDIX B

GOAL ORIENTATION	9 QUESTION POINTS, 3 MINUTES
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GOAL1. I am now going to read you another list of statements. This time the statements ask about some of your general opinions about working on tasks or problems that you are faced with. Please tell me whether you agree or disagree with each statement. The [FIRST/NEXT] is [RANDOMIZE AND READ A-P]. Do you agree or disagree with that statement. [RECORD ANSWER, THEN ASK] And is that strongly or somewhat?

- 1 Strongly Agree
- 2 Somewhat Agree
- 3 Neither Agree or Disagree [DO NOT READ]
- 4 Somewhat Disagree
- 5 Strongly Disagree
- 99 DK/REF

- A. I prefer to do things that I can do well rather than things that I do poorly.
- B. I'm happiest when I perform tasks that I know I won't make any mistakes on.
- C. The things I enjoy the most are the things I do the best.
- D. The opinions others have about how well I can do certain things are important to me.
- E. I feel smart when I do something without making any mistakes.
- F. I like to be fairly confident that I can successfully perform something before I attempt it.
- G. I like to work on things that I have done well on in the past.
- H. I feel smart when I can do something better than most other people.
- I. The opportunity to do things that are challenging is important to me.
- J. When I fail to complete something challenging, I plan to try harder the next time.
- K. I prefer to work on things that force me to learn.
- L. The opportunity to learn new things is important to me.
- M. I do my best when I'm working on something fairly difficult.
- N. When I attempt something that I have done before I try to improve on my past performance.
- O. The opportunity to continually make myself better is important to me.
- P. When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.

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STRATEGIC ATTRIBUTES FOR MILITARY SERVICE 7 QUESTION POINTS, 2.3 MINUTES

JOB2. I am going to read you another list. Continue to think about what you might be doing in the next few years, and tell me how important the following things are in your plans. Please use a scale from 1 to 5 where 1 means NOT AT ALL IMPORTANT and 5 means EXTREMELY IMPORTANT. How important is ...[RANDOMIZE AND READ A-R]

RATING (1-5):_____

99 DK/REF [DO NOT READ]

- A. Learning important job skills
- B. Having opportunities for higher education
- C. Developing good character
- D. Developing self-discipline
- E. Maturing and growing
- F. Making a difference
- G. Gaining confidence
- H. Becoming self-reliant
- I. Achieving a higher standard of living
- J. Preparing for a future career
- K. Having personal freedom
- L. Doing something I can be proud of
- M. Making my family proud of me
- N. Making my friends proud of me
- O. Becoming a leader
- P. Challenging myself to become something more
- Q. Preparing for family life
- R. Maintaining physical fitness

APPENDIX B

DEMOGRAPHICS

5.7 QUESTION POINTS, 1.9 MINUTES

DEM1. How many brothers and sisters do you have? Please include any stepbrothers and/or stepsisters if they live or have lived in your home.

- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five or more
- 6 NONE
- 99 DK/REF[ASK DEM2]

[If DEM1 = 1, 2, 3, 4 or 5, ASK DEM1A]

DEM1A. How many brothers and sisters are older than you are? Please include any stepbrothers and/or stepsisters if they live or have lived in your home.

- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five or more
- 6 NONE
- 99 DK/REF

DEM2. Where do you have access to the Internet or the World Wide Web? [ASK OPEN-END AND FIT TO PRE-CODED LIST. ACCEPT MULTIPLE RESPONSES] [DO NOT READ]

- 1 At Home
- 2 At School
- 3 At Work
- 4 At the Public Library
- 5 Someplace Else, Specify _____
- 6 I don't have access to the Internet
- 99 DK/REF

APPENDIX B

[IF DEM2=1-5, ASK DEM2A]

DEM2A. What do you do when you go online and use the Internet? [ASK OPEN-END AND FIT TO PRE-CODED LIST. ACCEPT MULTIPLE RESPONSES] [DO NOT READ] [PROBE UNTIL UNPRODUCTIVE]

- 1 Surf or browse the Web
- 2 Use e-mail
- 3 Use chat rooms
- 4 Send instant messages
- 5 Download things like music, games, videos and software
- 6 Play games
- 7 Use it for school or homework
- 8 Use online reference material
- 9 Shop
- 10 Get information
- 11 Other, specify _____ -
- 99 DK/REF

DEM3. Please tell me whether you are currently...[READ LIST]

- 1 Single and have never been married
- 2 Widowed
- 3 Separated
- 4 Divorced
- 5 Married
- 6 Something else, specify _____
- 99 DK/Ref

[ASK DEM4 IF QINTRO2=2 or 99]

DEM4. For research purposes only, please tell me your street address and zip code?

[RECORD STREET ADDRESS]
[RECORD ZIP CODE]

[ASK DEM4A IF QINTRO2=1]

DEM4A. So that we may send you the copy of the Privacy Act of 1974 and for research purposes please tell me your address.

[RECORD STREET ADDRESS]
[RECORD STATE]
[RECORD CITY]
[RECORD ZIP CODE]

APPENDIX B

DEM5. Finally, I would like to ask for your social security number. Recording your social security number is authorized by the President in Executive Order Number 9397. Defense Department social scientists match social security numbers to enlistment data to find out how the plans and opinions of American youth relate to enlistment rates. Your social security number, along with other information you have provided, is protected under the Privacy Act of 1974. Giving your social security number is voluntary, and you will not suffer any consequences if you prefer not to release it. [PROBE: Could you please look it up? I'll wait.]

[RECORD AND CONFIRM SOCIAL SECURITY NUMBER.]

DK/REF

DEM6. FIPS CODE _____

DEM7. ZIP CODE [**FROM SAMPLE**] _____

DEM8. May I please have your name in case my supervisor needs to verify that this interview actually took place?

Thank you very much for your time.

REPORT DOCUMENTATION PAGE

**Form Approved
OMB No. 0704-0188**

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

1. AGENCY USE ONLY (Leave blank)			2. REPORT DATE April 2002		3. REPORT TYPE AND DATES COVERED Final	
4. TITLE AND SUBTITLE Youth Attitudes Toward the Military: Poll One					5. FUNDING NUMBERS GS-23F-9819H	
6. AUTHOR (S) Robert M. Bailey, Mary E. Strackbein, James A. Hoskins, Barbara J. George, Anita R. Lancaster, & Sean M. Marsh						
7. PERFORMING ORGANIZATION NAMES (S) AND ADDRESS (ES) Wirthlin Worldwide 1920 Association Drive, Suite 500 Reston, VA 20191					8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAMES(S) AND ADDRESS(ES) Defense Manpower Data Center 1600 Wilson Blvd., Suite 400 Arlington, VA 22209					10. SPONSORING/MONITORING AGENCY REPORT NUMBER DMDC Report No. 2002-027	
11. SUPPLEMENTARY NOTES						
12a. DISTRIBUTION/AVAILABILITY STATEMENT Open Release			12b. DISTRIBUTION CODE Unlimited Distribution			
13. ABSTRACT (Maximum 200 words) This report presents the results of the first youth poll in a series that looked at propensity, employment status, education status, impressions of the military, attitudes toward teams, influencers and the decision-making process, and level of satisfaction with personal life. Computer assisted telephone interviews (CATI) were conducted with 2,010 youth ages 15–21. When asked what they think they might be doing in the next few years, youth most often mentioned <i>going to school</i> (58%) and <i>working</i> (54%). Only 4 percent of youth volunteered that they might be <i>joining the military</i> . Overall, youth mentioned <i>family</i> , <i>friends</i> and <i>acquaintances</i> , and <i>movies</i> and <i>television</i> most often as influencing their impression of the military. Other sources that influenced youth's impression of the military included <i>advertisements/commercials</i> , <i>college/school</i> and <i>military recruiters and personnel</i> . Overall, youth reported being satisfied with their current lives and optimistic about their futures. With the exception of <i>I would change nothing about my current life</i> , approximately three-quarters or more of all youth agreed with all the life satisfaction statements.						
14. SUBJECT TERMS military advertising, postsecondary decision-making, post high School options, military recruiting, market research					15. NUMBER OF PAGES 107	
					16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT Unclassified	18. SECURITY CLASSIFICATION OF THIS PAGE Unclassified	19. SECURITY CLASSIFICATION OF ABSTRACT Unclassified	20. LIMITATION OF ABSTRACT SAR			